Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Sequoia Union High School District	Bonnie Hansen Assistant Superintendent - Educational Services	bhansen@seq.org (650) 369-1411

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Located in the Silicon Valley, the Sequoia Union High School District (SUHSD) serves a diverse population of over 8,000 high school students. In addition to its four comprehensive high schools, the District portfolio also includes a continuation high school, middle college and independent study program. The District's adult school annually serves approximately 2,000 post-secondary learners. The SUHSD attendance area is comprised of the communities of Atherton, Belmont, East Palo Alto, Menlo Park, Portola Valley, Redwood City, Redwood Shores, San Carlos, and Woodside. Per the May 1, 2018 CALPADS, our high school student counts for the 2017-18 school year are as follows: total enrollment - 8,837; Latino - 3,817 (43.2%); White - 3,405 (38.5%); Asian - 729 (8.2%); African American - 205 (2.3%); Pacific Islander - 203 (2.3%); Native American - 29 (0.3%); English Learners (EL) - 1,191 (13.4%); Title III Immigrants - 336 (3.8%); Title I Migrant - 54 (.6%); students w/disabilities (SWD) - 960 (11%); foster youth (FY) - 22 (0.2%); students in transitional housing (homeless): 47 (5.3%). Our percent of unduplicated pupils is 36.2%.

While there is much to celebrate, the District still has a substantial achievement gap that we are working to close. Due to the area's high cost of living, many of our students live in shared housing and/or have experienced periods of homelessness. In addition, a substantial portion of our student body is second language learners. Though many of our students face learning obstacles, SUHSD has experienced that, with the right supports, all of our students are capable of excelling. From teacher support through professional development, to the implementation of Common Core, Next Generation Science Standards and ELD curriculum, to increased student support services such as alternatives to suspension, Team Ascent, and Sequoia's Aspirations Advocate Program, the District is seeing measures put in place making a difference, especially for our unduplicated student groups. The district offers a rigorous college prep curriculum and support through programs such as: Advancement Via Individual Determination (AVID); BUILD; and CTE Academies. In addition, the District works to grow enrollment in AP/IB courses while lowering dropout and expulsion rates. Look for descriptions of these initiatives among others in the action items that follow.

Understanding that parent engagement is fundamental in enhancing student success, the District offers the Parent Project, a program of 10 workshops during which parents learn parenting strategies, and ways to support their students academically. In addition, the District also supports a Parent Education Series where university professors, researchers and/or topic experts provide lectures and/presentations to parents and guardians on critical issues teens face, such as mental health and drug addiction. During the summer, an educational program offered specifically to the families of incoming freshmen helps parents to start their student's high school career knowledgable about such topics as UC A-G eligibility, on-campus academic support programs and how to advocate for their child. The District's success in this area can be seen in the extremely positive parent results from our Panorama survey, where families rated the District with a 4.8 (out of 5) on the accessibility of the District at large. Of particular note is that unduplicated parent groups ranked the District higher in this area than any other subgroup.

Finally, the SUHSD continues to partner with outside agencies and community organizations to support new initiatives and/or to continue services, especially those supporting unduplicated pupils. Examples of such partnerships include: the Tri-District SUHSD/Ravenswood/Redwood City Partnership that was launched with a three year grant from a private funder; and the Developing Our Own teacher credentialing program that sponsors District classified employees to to earn their credentials. Details of these and other programs will be found in the pages that follow.

In addition to our areas of strength, as you read through our LCAP we hope you will see our recognition of our areas for growth and a concrete plan to address those needs. It is our desire that our plan will be one that results in the most optimal outcomes for each and every one of our students.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year, the District re-wrote many of its goals. While focus areas remain the same, thanks to a large increase in both stakeholder engagement and a more robust reflective process, we realized that several of our goals were actually measures. To that end, goals were re-written to reflect overarching themes and any measures that existed as goals in past iterations can now be found under measures. In addition, two goals were combined into one larger goal. As a result, we believe that this year's LCAP has brought us to a place where we have much more clearly defined our plan for 2018-19. As such, this year's goals are as follows:

Goal 1: Continue to hire the most highly qualified teachers for openings in the District, while seeking to increase the number of teachers who reflect demographically the students we serve.

Goal 2: Provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration.

Goal 3: Promote a welcoming environment where parents/guardians and community members are encouraged to partake and give input in school/district decision making and the progress being made by their own child as well as all students in general.

Goal 4: Support English Learners in mastering grade-level curriculum, enrollment in mainstream core courses, and graduating from high school with a clear pathway to post-secondary education.

Goal 5: Graduate students who are college and career ready.

Goal 6: Promote positive and personalized learning environment that will result in students maintaining positive behavior and engaging in their educational experiences.

Goal 7: Provide Foster Youth with academic resources and social emotional supports that result in their educational outcomes mirroring that of the general population.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

SUHSD is pleased with its increase in graduation rates. The District's performance level as chronicled in the Fall 2017 State Dashboard for all students was High (93.4%), with a +2.7% increase over the year prior. Also of note is that the District's socio economically disadvantaged subgroup received a 86.7%, a +2.5% over Fall 2016. Our Hispanic subgroup received an 88.6%, which was a +3.5% over the year before. The District has been focusing on increasing graduation rates as well as preparing all students for college and career education after high school. Our efforts are noted in the actions and services outlined specifically in Goals 5 and 6.

For our English Learners, the Fall 2017 State Dashboard ranked the District's status as high. Since this indicator represents our largest unduplicated student group, The District was pleased to see receive a score of 78.9%. That said, this score was a -.08% decrease over the prior year, so we are working to achieve a percentile bump in Fall of 2018. The steps SUHSD is taking to meet this objective are detailed in the LCAP in Goal 2 and Goal 4.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

While our Fall 2017 California State Dashboard overall suspension rate maintained at a Medium (4.4%), students with disabilities came in Very High with a troubling score of 10.1% . While this score was down -0.2% from the prior year, it is far too high. Also of concern is our Pacific Islander subgroup that came in with a suspension rate of 10.1%, a +2% increase over Fall 2016. Goal 6 will speak to the actions put in place to reverse these troubling trends.

Also of concern are our graduation rates for African American and Pacific Islander students. African American Fall 2017 California State Dashboard subgroup percentile for graduation was 78.9%, a -

9.5% decrease over Fall 2016. Pacific Islanders came in at 82.9%, a 7.4% decrease over the year prior. Goals 5 and 6 will speak to measures put in place to improve subgroup performance.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The state indicators for which SUHSD performance gaps between all students and any student subgroup are two or more performance levels are:
* Graduation Rates: All (Green), Students with Disabilities (Orange), African-American (Red), Pacific Islander (Red)
* Suspension Rates: All (Yellow), Students with Disabilities (Red), Pacific Islander (Red)

In addition, with respect to student performance in English Language Arts and mathematics as measured by 2017 Smarter Balanced Assessment of California (SBAC), the following gaps exists:

English Language Arts (ELA):
* Met or Exceeded Standards: All (71%), African-American (45%), Pacific Islander (32%), Hispanic (52%), EL (13%)
* Nearly Met Standards: All (14%), Subgroups: African-American (24%), Pacific Islander (22%), Hispanic (22%), EL (27%)
* Not Met Standards: All (14%), Subgroups: African-American (32%), Pacific Islander (46%), Hispanic (26%), EL (59%)

Mathematics (Math):
* Met or Exceeded Standards: All (51%), African-American (45%), Pacific Islander (13%), Hispanic (22%), EL (13%)
* Nearly Met Standards: All (18%), Subgroups: African-American (24%), Pacific Islander (23%), Hispanic (23%), EL (27%)
* Not Met Standards: All (31%), Subgroups: African-American (32%), Pacific Islander (64%), Hispanic (54%), EL (59%)

To address these performance gaps, the following LCAP Goals outline the steps SUHSD is planning on taking:
* Graduation Rates: Goal 5
* Suspension Rates: Goal 6
* ELA Performance: Goals 2 and 4
* Math Performance: Goals 2 and 4

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The SUHSD LCAP identifies means by which it will increase or improve services for low-income students, English Learners and foster youth as follows:

LOW INCOME:

Goal 3: Promote and increase school/district and community connectedness by providing quality site and district-wide parent engagement and education opportunities. Actions/Service #3: Parent Project

Goal 5: Graduate students who are college and career ready.   Action/Services 1 and 3: support classes, AVID sections, continuous monitoring of low income students

Goal 6: Promote positive learning environments that will result in students maintaining positive behavior and engaging in their educational experiences as measured by acquired credits, graduation, dropout, suspension, and expulsion rates. Actions/Services: 2 and 3 multi-tier systems of support, support Programs for "At Risk" Students

ENGLISH LEARNER:

Goal 1: Continue to hire the most highly qualified teachers for openings in the District, while seeking to increase the number of teachers who reflect demographically the students we serve. Action/Services 3: support for teachers and professional development for administrators

Goal 2: Provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration. Actions/Services 2: focus professional development on rigor, engagement and language support

Goal 3: Promote and increase school/District and community connectedness by providing quality site and district-wide parent engagement and education opportunities. Actions/Service 2: parent engagement plan

Goal 4: Improve overall the learning outcomes of English Learners, specifically those identified as Long Term English Learners (LTEL) or at risk of becoming LTEL. All Actions/Services

Goal 5: Graduate students who are college and career ready. Actions/Services 3: continuous monitoring of English Learners

Goal 6: Promote positive learning environments that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accruement, graduation, dropout, suspension, and expulsion rates. Actions/Services 3: summer school

FOSTER YOUTH:

Goal 5: Graduate students who are college and career ready. Actions/Services 3: continuous monitoring of English Learners

Goal 7: Provide Foster Youth with academic resources and social emotional support that result in their educational outcomes mirroring that of the general population. All Actions/Services

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$160,130,576
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$137,415,696.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures included in the General Fund amount for the 2017-18 LCAP that are not included in the LCAP consist of salaries and benefits of District business office support staff, routine maintenance of grounds and facilities, utilities, additional support to food services, contracted services for legal counsel, human resources and administrative services.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$135,185,683

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Basic Services:
Continue to hire the most highly qualified teachers for openings in the District, while seeking to increase the number of teachers who reflect demographically the students we serve.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of highly qualified teachers **17-18** Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which that they are assigned **Baseline** 100%	During the 2017 - 2018 school year, 100% of the district teachers are highly qualified and credentialed in the subject areas to which they are assigned.
Metric/Indicator Number of teachers teaching in subject areas without appropriate credential **17-18** 0 Number of teachers teaching in subject areas without appropriate credential **Baseline** 0	There are 0 teachers teaching in subject areas without the appropriate credential.
Metric/Indicator Demographic breakdown of all teachers hired during current school year	2017 - 2018 Total Teacher Hires - Total = 54

Expected	Actual

17-18
Demonstrate an increase in the number and/or percent of new teachers hired the previous year that reflect the overall student demographics (as per Data Quest- Spring 2017) This will be dependent on the total number of teachers needed each year which will vary.

Ethnicity   New Teacher District Demographics
White- Non HIspanic 35%
HIspanic / Latino > 22% > 46%
African American > 2.5% > 3%
Filipino, Pacific Islander > 1% > 4%

Demographic breakdown of all teachers hired during current school year.

Baseline
2016-17 Teacher Hires - Total 82
- African Amer. 2 (2.4%)
- Latino 18 (22%)
- Asian 7 (8.5%)
- Filipino 1 (1.2%)
- Pacific Islander 0 (0%)
- White (Non Hispanic Origin) 54 (65.9%)

2016-17 TIPS Teacher Demographics
- African Amer. 2%
- Latino 28%
- Asian 8%
- Multiracial 5%
- Indian 2%
- White 55%

African American = 3 (5.6%)
Asian = 3 (5.6%)
Chinese = 3 (5.6%)
Hispanic / Latino = 9 (16.7%)
Korean = 1 (1.9%)
Vietnamese = 1 (1.9%)
White = 33 (61.1%)
No Response = 1 (1.9%)

Metric/Indicator
Number of new teachers participating in PD programs

17-18
Demonstrate an increase of the number/percent of new teachers participating in PD program as referenced by the previous year. At minimum:
Total New Teachers: 60%
TIPS Teachers: 100% Number of new teachers participating in PD programs

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100% of new teachers, inclusive of 100% of TIPS teachers, participated in professional development.

Expected	Actual
Baseline Total New Teacher participation in PD 39 (48% of total new teachers hired and 91% of teachers in TIPS program) • 4 in cohorts • 35 in Instructional Strategy PD	
Metric/Indicator Number of teachers completing TIPS Program with the District **17-18** 100% Number of teachers completing TIPS Program with the District **Baseline** 2016-17 TIPS Program Numbers: 43 Year I and II Combined	2017 - 2018 TIPS Program Numbers: 42 teachers Year I and II combined. One first-year induction candidate will not complete the program but will not remain in the district. 100% of the teachers remaining in the District completed the program.
Metric/Indicator Number of teachers teaching ELD also certified to teach ELA/ELD **17-18** Maintain 100% Number of teachers teaching ELD also certified to teach ELA/ELD **Baseline** 100%	For the 2017 - 2018 school year, 100% of the teachers teaching ELD are certified to teach ELD and ELA.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District based program ensures that 100% of the teachers hired/recruited/retained are highly qualified.	District certificated human resources has ensured that all teachers hired and retained are highly qualified.	1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000 1000-1999: Certificated Personnel Salaries Base 62,246,661	1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000 1000-1999: Certificated Personnel Salaries Base 62,246,661

		3000-3999: Employee Benefits	3000-3999: Employee Benefits 17,049,777

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Attend job fairs throughout Bay Area as well as Northern CA as needed and participate in outreach programs with local colleges and universities (i.e. Stanford University Mock Interviews) 2.2 Explore and identify alternative means to attract teachers who reflect the District's student demographics 2.3 Provide timely feedback to school sites regarding credentialing for new hires 2.4 Conduct annual audit of teacher assignments and credentialing 2.5 Increase participation in "Developing Our Own" program.	2.1 Attended two job fairs in the Bay Area and participated in outreach programs with local colleges and universities. 2.2 Explored alternative means to attract teachers who reflect the District's student demographics. 2.3 Provided timely feedback to school sites regarding credentialing for new hires. 2.4 Conducted annual audit of teacher assignments and credentialing. 2.5 Maintained participation in "Developing Our Own" program.	2.1 - 2.4 Obj. Code 1906, 1000-1999: Certificated Personnel Salaries Base 5,000 3000-3999: Employee Benefits Base 5000-5999: Services And Other Operating Expenditures Base 5700-5799: Transfers Of Direct Costs Base Local Grants and DOnations object 5205 5000-5999: Services And Other Operating Expenditures Other 122,300	2.1 - 2.4 Obj. Code 1906, 5,000 3000-3999: Employee Benefits Base 919 Local Grants and Donations 2.5 Obj. Code 5205 5000-5999: Services And Other Operating Expenditures Other 122,300

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Identify means by which to support all teachers, and especially probationary teachers who reflect demographically our student population. (i.e. mentoring, after school PD, conferences, etc.)	3.1 Identified means to provide ongoing support to all teachers, and especially probationary teachers who reflect demographically our student population including after school	3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000	3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000

3.2 Provide training for administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in efforts to increase teacher retention rate.	PD, conferences, school site training, etc.) 3.2 Reviewed and identified strategies for providing training to administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in efforts to increase teacher retention rate.	3000-3999: Employee Benefits Supplemental and Concentration 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration	3000-3999: Employee Benefits Supplemental and Concentration 1837 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,368

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In the areas of teacher recruitment and retention, the District has implemented the main services and actions identified to achieve the articulated goal. The District has begun the implementation of the identified actions to train administrators to support the retention of teachers. For the 2016-17 to 2017-18, there have been slight increases in the total percentages of teachers in underrepresented ethnic groups. The percent of Hispanic/Latino teachers has increased from 13.4% to 15.5%. The percent of African American teachers has increased from 2.7% to 3.2% and the combination of Filipino and Pacific islander has remained constant at 2.3%.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions and services have been effective in maintaining highly qualified teachers who are appropriately credentialed. Although there has been slight increases in the hiring and retention of underrepresented teachers, the services and actions taken have not been as effective as desired. because of the high cost of living locally and the decline of teachers entering the profession, the hiring and retention of teachers is a growing issue both locally and statewide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1. Action 1, 2 and 3 added benefits that were omitted at budget adoption. Consulting services in the amount of 25,368 were added for Goal 1 Action 3. The consulting services line item was identified at budget adoption; however, no amount was specified.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No substantive changes have been made to this goal.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Basic Services (Materials), Common Core Standards and Student Achievement:
All students will have access to a rich, well-rounded curriculum and instructional materials that are aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measurable progress in mastering grade level CCSS.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of students with access to standards-aligned instructional curriculum **17-18** 100% Percent of students with access to standards-aligned instructional curriculum **Baseline** 100%	Goal Action: 100% Percent of students with access to standards-aligned instructional curriculum Actual Action: 100% Percent of students with access to standards-aligned instructional curriculum
Metric/Indicator Percent of students meeting or exceeding Standards: ELA and Math Scores on CAASPP tests	Goal Action: Increase the CAASPP scores in ELA and Math by 3% from 2015-16 baseline: - ELA- 62% - Math- 49% Percent of students meeting or exceeding Standards: ELA and Math Scores on CAASPP tests

Expected	Actual
17-18 Increase the CAASPP scores in ELA and Math by 3% from base line: • ELA- 62% • Math- 49% Percent of students meeting or exceeding Standards: ELA and Math Scores on CAASPP tests **Baseline** CAASPP Scores 16-17: • ELA- 59% Met or Exceeded Standards • Math- 46% Meet or Exceeded Standards	Actual Action: 2016-17 CAASP Results - ELA -71.31% of students met or exceeded standards, 9.31% increase; Math - 51.4% of students met or exceeded standards, 2.4% increase.
Metric/Indicator Percent of Core Subject Area Teachers observed using CCSS curriculum and/or CCSS strategies as measured by district Walk-through Tool Kick-up **17-18** Minimally- 60% of core teachers observed demonstrate consistent use of CCSS curriculum and strategies. Percent of Core Subject Area Teachers observed using CCSS curriculum and/or CCSS strategies as measured by district Walk-through Tool Kick-up **Baseline** Establish baseline of number of teachers observed at each school site and percent implementing CCSS curriculum and/or strategies	Goal Action: 60% of core teachers observed demonstrate consistent use of CCSS curriculum and strategies. Percent of Core Subject Area Teachers observed using CCSS curriculum and/or CCSS strategies as measured by district Walk-through Tool Kick-up Actual Action: CCSS instructional strategies were observed in 34.9% of classrooms visited during instructional rounds, first semester 2017-18. CCSS curricular units implemented in all ELA classes. Math curriculum fully implemented.
Metric/Indicator SBAC- ELA & Math (11th Grade EL's in country 1+ years) **17-18** Increase percent of English Learners nearly meeting, meeting and/or exceeding standards ELA-: • Met/Exceeded: 10% • Nearly Met: 30% Mathematics (Math): • Met/Exceeded: 15% • Nearly Met: 20% SBAC- ELA & Math (11th Grade EL's in country 1+ years)	Actual Action: ELA - 13.45% of English Learners met or exceeded standards on CAASPP (12.9% of ELS in country 1+ years); Math - 6.52% of English Learners met or exceeded standards

Expected	Actual
Baseline ELA- English Learners: • Met/Exceeded: 6% • Nearly Met: 26% Mathematics (Math): • Met/Exceeded: 5% • Nearly Met: 9%	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 The district will implement CCSS curriculum and strategies through district-created curricular units available to all teachers and through the adoption of appropriate instructional materials for subject areas • English 100% implementation of common units and CCSS standards • Math: Algebra I, Geometry, and Algebra II 100% implementation of new texts • Science: 100% of teachers will implement at least one NGSS unit	1.1 Common Core curriculum and strategies: * English: Two CCSS common curricular units are taught per year in all English classes. * Math: Math adoped texts implemented at all levels: Algebra I, Geometry, and Algebra II * Science: NGSS units created, but really no mandate to use them and no tracking. * Social Studies: Some teachers (data not collected) collaborated on and implemented writing assessments aligned to Literacy Standards.	1.1 Obj. Code 1101, 3000 1000-1999: Certificated Personnel Salaries Base 604,000 3000-3999: Employee Benefits Base	1.1 Obj. Code 1101, 3000 1000-1999: Certificated Personnel Salaries Base 604,000 3000-3999: Employee Benefits Base 110,955

- Social Studies: 75% of teachers will implement literacy standards

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 To support implementation of CCSS curriculum and strategies: • Continue to fund instructional coaches • Train coaches in all district-wide initiatives • Coaches will support teachers in choosing materials or creating and implementing CCSS and NGSS curriculum	* Funded six instructional coaches, making up 3.6 FTE and supported the development of CCSS curriculum and deliver PD on focus area instructional strategies. * 100% of coaches were trained in all district-wide initiatives * Coaches lead the textbook selection process that took place through out the school year	2.1 Obj. Code 1901, 3000 1000-1999: Certificated Personnel Salaries Base 557,000 3000-3999: Employee Benefits Base	2.1 Obj. Code 1901, 3000 1000-1999: Certificated Personnel Salaries Base 557,000 3000-3999: Employee Benefits Base 102.231

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Implement EL Achieve's program, "Constructing Meaning" to assist Long Term English Learners • Train a minimum of 50 teachers • Train 100% instructional coaches • Send coaches, teachers and administrators to at least one Leadership Institute (6 staff members minimum)	A total of 110 teachers have or are currently being trained in Constructing Meaning (integrated ELD) instructional strategies. 100% of instructional coaches have participated in training. 22 teachers and all instructional coaches are participating in supplemental implementation support cohorts to codify practices. Three teachers have attended Leadership Institute and are certified presenters.	3.1 Consultant: $45,000, Substitutes: $38,000, Materials $15,000- Supplemental Concentration Grant 3.1 Obj. Code 1121, 3000, 4351, 5813 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 100,000 3000-3999: Employee Benefits Supplemental and Concentration	3.1 Consultant: $40,019, Substitutes: $38,000, Materials $15,000- Supplemental Concentration Grant 3.1 Obj. Code 1121, 3000, 4351, 5813 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 38,000 3000-3999: Employee Benefits Supplemental and Concentration 6,981

		4000-4999: Books And Supplies Supplemental and Concentration 15,000	4000-4999: Books And Supplies Supplemental and Concentration 15,000
		5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 40,019

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Increase rigor in CCSS curriculum and assessments: • Train at least 50% of staff on Webb's Depth of Knowledge (DOK) • Train at least 30% of staff on School City with assessment banks 4.2 Hire a .6 Instructional Technology Coach to work with at least 25% of staff to help them to create assessments to use in CCSS units	4.1 260 teachers (approximately 45% of teaching staff) were trained in School City on September 11th all-staff day. Core subject area teachers attended PD on DOK. 4.2 Incorporated in action 1 above of this same goal.	4.1 Obj. Code 1901, 3000 4.2 Obj. Code 1901, 3000 1000-1999: Certificated Personnel Salaries Base 120,000 3000-3999: Employee Benefits Base	4.1 Obj. Code 1901, 3000 4.2 Obj. Code 1901, 3000 1000-1999: Certificated Personnel Salaries Base 17,000 3000-3999: Employee Benefits Base 3,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for this goal were implemented as planned. In the area of curriculum, CCSS ELA units and NGSS units were created by district teaching staff, vetted for standards-alignment by consultant, and taught by course team members. Site curriculum leads and district instructional coaches monitored use of curriculum and facilitated student work analysis. In the area of professional development, district instructional coaches planned and delivered professional development on priority instructional strategies. Professional development was provided during all-staff professional development days, August Teacher Orientation Week,

June PD Institute, and after school sessions. With respect to Constructing Meaning training, implementation exceeded planned actions/services. Two institutes to serve minimally 50 teachers were planned and four were held, training a total of 90 teachers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services contributed to the achievement of the articulated goal. The funding instructional coaches at the district level continued to support all efforts of the district in ensuring students receive well planned and well delivered lessons that aligned to CCSS. The continuing partnership with EL Achieve also was effective in the sense that more teachers volunteered to participate in the Constructing Meaning Institute increasing the percent of teachers now trained to approximately 20% of our entire staff/teachers. The adoption and implementation of newly adopted text that are CCSS aligned has been a support system for teachers. And the continuing work with a consultant to assess and evaluate the English CCSS units has also proven to be successful. Teachers are now receiving professional development on Assessment writing/calibrating.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Professional development on Integrated ELD strategies was expanded by offering an additional two EL Achieve Constructing Meaning institutes more than the initial two that were planned (a total of four 5-day institutes with 90 participants).Cost included contract services with EL Achieve, supplies and materials, sub release time, and extra hours pay for certificated staff. Additional curriculum work was also contracted with district consultant to align English curriculum and assessments with grade-level CCSS. Actual cost differences included benefit cost for Action items 1,2,3 & 4 that were not listed at budget adoption and the cost of contract services for action item 3. An additional correction was made to action items 3 and 4 for the cost of certificated staff to attend training . The update for these items include actual cost for release time, sub cost and extra pay. All other line items remained the same.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal changed from, "All students will have access to a rich, well-rounded curriculum and instructional materials that are aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measurable progress in mastering grade level CCSS" to "Provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration." The changes were based student achievement data and community feedback. On a district-wide student feedback survey, students across all subgroups and school sites reported low engagement in coursework. Additionally, in community feedback forums, stakeholders expressed desire for greater focus on 21st Century Skills, technology integration, and relevant learning experiences. Finally, SUHSD's English Learners lag far behind their English Only and Initially Fluent English Proficient peers in ELA and math. Overall SBAC math scores revealed that the most challenging areas for SUHSD students are those with higher Depth of Knowledge demands.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Parent Engagement:
Promote and increase community connectedness by providing quality site and district-wide parent engagement and education opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Functioning English Language Advisory Committees (ELAC) **17-18** 100% of the school sites establish ELAC membership and trained members on their roles and responsibilities Functioning English Language Advisory Committees (ELAC) **Baseline** 100% of ELAC are established and ELAC members are trained on their role and responsibilities	100% of the school sites established ELAC memberships and trained members on their roles and responsibilities.
Metric/Indicator Number of parent meetings/events for all parents coordinated by Parent Teacher Student Association (PTSA) and ELAC **17-18** 100% of comprehensive sites organize and hold at least one combined PTSA and ELAC meeting/event. **Baseline** Number of events/meetings held at each school site- establish baseline	100% of the comprehensive sites organized and held at least one combined PTSA and ELAC meeting/event.

Expected	Actual
Metric/Indicator Participation rates of parents of unduplicated students- site events **17-18** Establish Baseline Participation rates of parents of unduplicated students attending/participating in school site events **Baseline** Number of parents of unduplicated students attending school meetings along with number of events they attended	Current tool did not establish a baseline. This metric has been terminated. A new metric has been added to the 2018-19 Goal 3 that will be measured by the new survey.
Metric/Indicator Parent Project Offerings and participation **17-18** Increase overall parent participation by 10% (130 parents), increase participation from Redwood to 10 parents, and at least 3 from Carlmont **Baseline** Parent participation rates and number of sessions offered: • 2016-17 School year: 118 parents and 5 schools	A total of 54 parents participated. Carlmont - 0 Menlo-Atherton - 12 Redwood - 5 Sequoia - 17 Woodside - 20
Metric/Indicator Representation of parents of unduplicated students in leadership committees (School Site Council, Shared Decision Making Committee, English Learner Advisory Committee) **17-18** At least one parent of EL and one of FY/Low Income students Representation of parents of unduplicated students in leadership committees (School Site Council, Shared Decision Making Committee, English Learner Advisory Committee) **Baseline** Establish Baseline	Parents of EL students participate in a leadership committee such as School Site Council or Shared Decision Making Committee in two of our comprehensive schools and our continuation high school. For confidential reasons/concerns, we have decided to remove jperents of FY/Low Income Students from this portion of the metric and will continue to do so in the future years.

Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

1.1 Continues to support a District Parent Coordinator to ensure a wealth of engagement and educational opportunities are available for all parents, with services principally directed to parents/guardians of English Learners, Foster Youth and/or Homeless.

1.2 District Parent Coordinator will facilitate/coordinate district-wide events/meetings such as:
- Facilitate, support, assist with District Parent Events: DELAC, 9th Transitional Meetings, Compass Parent Meetings, LCAP Parent Presentations, Migrant Parent Workshops, Migrant Parent Advisory Committee
- Supports implementation of LEA Plan and LCAP goals
- Function as the district's Migrant Advocate/Parent Contact, provide Migrant Parent Workshops and facilitate Migrant Parent Advisory Committee Meetings
- Attend monthly meetings with PTSA presidents and district superintendent

1.3 District Parent Coordinator will facilitate monthly Site Bilingual Parent Liaison Meetings for the

1.1 Hired an Executive Assistant to the Superintendent / Communication Specialist in lieu of a Parent Coordinator per the recommendation of the Board of Trustees to support the district's effort in enhancing the collaboration and partnerships with the community, partners and all stakeholders including parents.

1.2 The Director of English Learners and Special Projects took on the responsibilities to oversee and continue with certain activities formerly done by the District Parent Coordinator. As a results the following district-wide parent activities took place and were supported:
- DELAC, LCAP Parent Presentations, Migrant Parent Workshops, Migrant Parent Advisory Committee
- Implementation of LEA Plan and LCAP goals
- Participation in meetings with PTSA presidents and district superintendent

1.3 In lieu of the Parent Coordinator, the Director of EL and Special Programs facilitated monthly Site Bilingual Parent Liaison Meetings and supported them with the following activities:
- Establishment of site ELACs and the training of ELAC members

1.1 Salary/Benefits: $22,500- Migrant, $18,000- Title I, $49,500 Supplemental Concentration Grant
1.1 Obj. Code 2910, 3000
3000-3999: Employee Benefits Supplemental and Concentration 90,000

3000-3999: Employee Benefits Supplemental and Concentration

1.2 Materials/Supplies: $30,000- Supplemental Concentration Grant
1.2 Obj. Code 4351, 4352, 5711
1.3 N/A
4000-4999: Books And Supplies Supplemental 30,000

5700-5799: Transfers Of Direct Costs Supplemental and Concentration

1.1 Executive Assistant to the Superintendent 2000-2999: Classified Personnel Salaries LCFF 49,616

1.2 Supplies/Materials for Parent Meetings 3000-3999: Employee Benefits LCFF 17,042

1.2 materials /supplies 4000- 4999: Books And Supplies Supplemental 30,000

purpose of supporting with the following:

* Establishment of site ELACs and the training of ELAC members

* Planning of combined PTSA/ELAC events (at least one)

* Sharing relevant information from monthly meeting with PTSA presidents and superintendent

- Planning of combined PTSA/ELAC events (at least one)
- Sharing relevant information from monthly meeting with PTSA presidents and superintendent

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Parent Coordinator will work closely with Carlmont's Bilingual Resource Teacher to develop a plan that will ensure the following: • ELAC is established and members are trained on their role and responsibilities • Carlmont parents are made aware of, informed and invited to participate in one of the district-wide Parent Project Series • Site hosts at least one combined meeting/event (PTSA/ELAC) • School Site Council has representation from the EL group of parents	2.1 Parent Coordinator was not hired. Carlmont's Parent Coordinator attended the monthly Bilingual Parent Liaison meetings facilitated by the EL Director. The coordinator received support from the EL Director and other parent liaisons. As a result, the following took place: * ELAC was establish and members were trained on their roles and responsibilities * Site hosted two events where both PTSA and ELAC members gathered together * Included parents of ELs in the School Site Council/PTSA events * Advertised parent events hosted by the District	Included in Action 1	Covered by 1.1 $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Continue to support parents with parenting classes through the Parent Project. Offer two series (one in the Fall and one in the Spring) at each of the following schools • 1 Series at each school: Menlo- Atherton, Sequoia and Woodside • 1 Series for combined sites: Redwood, Carlmont and East Palo Alto Academy	3.1 A total of 6 Parent Project series were held during the school year. Three series were offered in the fall of 2017 and were hosted at Woodside, Menlo-Atherton and Sequoia. Another three were offered in the winter/spring of 2018 and were hosted at the same locations.	3.1 Materials/Supplies: $45,000- Supplemental Grant 3.1 Obj. Code 2915, 3000, 4351, 4352 2000-2999: Classified Personnel Salaries Supplemental and Concentration 45,000	3.1 Parent Project Facilitators and staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 32,000
		3000-3999: Employee Benefits Supplemental and Concentration	3.1 Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration 7,122
		4000-4999: Books And Supplies Supplemental and Concentration	3000-3999: Employee Benefits Supplemental 5,878

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for this goal were generally implemented as planned, even with the unexpected retirement of the District Parent Coordinator. With the exception of one or two workshops and/or parent meetings that were not required by federal/state mandates, the major activities/services identified were executed. For example, the required workshops and meetings for parents and students in the Migrant Education Program continued as planned and scheduled. There was no impact in the services nor did the families and students experience lack of support. The Migrant funds originally allocated for a portion of the former District Coordinator, allowed for an increase in support by a certificated employee who oversaw and ran the Migrant Parent Workshops and Parent Advisory Committees. Some Supplemental and Concentration fund were also used to increase classified support for clerical duties as well as direct services in the forms of home contacts, surveys, LCAP stakeholder meetings, etc:. Support to Parent Liaisons, specifically Carlmont's liaison, was provided by the Director of English Learners.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions/services implemented were well received and, hence, effective. As indicated in the metrics above, 100% of the school sites established the ELAC at their site and followed through in training the ELAC members on their roles and responsibilities. In addition, through the monthly meetings, the Bilingual Parent Liaisons kept up to date with state/federal mandates, and the District Director supported their efforts in implementing and ensuring such mandates were addressed. To that end, all the sites hosted at

minimum one event where members of the PTSA and ELAC. In addition, the sites continued hosting and facilitating the Parent Project by providing two series during the school year. Some progress was made and are still trying to determine the best way to implement. The hiring of the Executive Assistant to the Superintendent / Communication Specialist also resulted in a positive addition. Such position has streamlined the communication to staff, parents and community through the districts monthly newsletter that goes out monthly. The Communication Specialist has also been made the owner of the Parent Engagement District Web-page where all district parent and community activities will be housed with links to site specific events.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between the budgeted expenditures and the estimated actual is $23.342 . This difference is as a result of the restructuring and change in personnel at the district office that focus on parent support in addition to the listing of benefit cost and supplies that were omitted on the original 17/18 LCAP.. Furthermore, the reshaping of the parental support as a district was approached in a conservative manner, financially speaking. This will be taken into consideration as the plan for the new school year is developed.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The wording of the actual goal itself was changed from "Promote and increase community connectedness by providing quality site and district-wide parent engagement and education opportunities" to "All schools will promote a welcoming environment where parents/guardians and community members are encouraged to partake and give input in school/district decision making and the progress being made by their own child as well as all students in general". This was done to ensure a focus on the importance of parent/guardian input on school/district decision making, supporting parents in becoming engaged in the progress of their own child as well as all students, and also addressing the areas of concerns as per the Parent Engagement Survey. Thus, for the 2018-19 school year, the District will no longer employ a District Parent Coordinator. However, the plan is to include a tighter alignment between district and site level parent services, the development of a site level Parent Engagement plan, and revision/refinement of job descriptions. The new changes are mainly noted under action 1 of Goal 3. Another change will be noted under the metrics. We will no longer track the percent of parents/families of FY/Homeless that participate in leadership committees due to confidentiality concerns. This is all intended to support the district's LCAP goal as newly written and support each site's School Site Plan for Student Achievement as well.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Student Achievement-Long Term English Learners:
Improve overall the learning outcomes of English Learners, specifically those identified as Long Term English Learners (LTEL) or at risk of becoming LTEL.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator English Language Progress Indicator (ELPI) - State Dashboard **17-18** Move Up: Color (Yellow), Level (Medium- 67.0%), Status Change (Increased- 1.4%) English Language Progress Indicator (ELPI)- State Dashboard **Baseline** Spring 2017 Baseline: Color (Orange), Level (Low- 65.6%), Status Change (Maintained- 0%)	Moved up: Color (Green), Level (High 78.9%) Status Change (Maintained -0.8%) CA Dashboard- ELPI
Metric/Indicator English Language Proficiency Assessment of California (ELPAC)	Scores for ELPAC 2018 are currently not available. They will be released summer of 2018.

Expected	Actual
17-18 Increase rate making progress by 5% English Language Proficiency Assessment of California (ELPAC) **Baseline** Spring 2018- Baseline	
Metric/Indicator Percent of EL Reclassified **17-18** Increase total number of EL reclassified by 10% (128 students) Percent of EL Reclassified **Baseline** CDE 2016-17: 116 students- 8.1% (inclusive of charter schools)- 8.2% (CA, MA, RD, SQ, WD only)	The number and percent of students achieving reclassification during the 2017-18 school year: 120 students - 8.6 % (inclusive of charter school) 91 students - 7.6% (CA, MA, RD, SQ, and WD)
Metric/Indicator Percent of EL Enrolled in English Support Courses **17-18** Decrease EL Enrollment in Eng. I & II Support to: • 9th Grade 25% of all 9th grade ELs • 10th Grade 10% of all 10th grade ELs Percent of EL Enrolled in English Support Courses **Baseline** Eng. I & II Support EL Enrollment (10.1.16): • 9th Grade 32% of all 9th grade ELs • 10th Grade 19% of all 10th grade ELs	Percent of ELs enrolled in English I or II Support classes * 9th Grade- 34% of ELs enrolled in English I Support * 10th Grade- 22% of ELs enrolled in English II Spport
Metric/Indicator Percent of students Exiting Support Classes mid-year **17-18** Establish baseline Percent of students Exiting Support Classes mid-year **Baseline** 17-18 Base Line	A total of 52 English Learner students enrolled in English I or II Support at the start of the 2017-18 school year, exited the program after the fall semester. Of the 52 students, 42 were 9th grade students and 10 were 10th grade students.
Metric/Indicator SBAC- ELA & Math (11th Grade ELs in country 1+ years)	16-17 SBAC Results: ELA and Math (11th Grade EL in country 12 months or more) ELA- English Learners * Met/Exceeded: 12.9%

Expected	Actual

17-18
ELA- English Learners:
   • Met/Exceeded: 10%
   • Nearly Met: 30%
 	
Mathematics (Math):
   • Met/Exceeded: 15%
   • Nearly Met: 20% SBAC- ELA & Math (11th Grade ELs in country 1+ years)
 	
Baseline
ELA- English Learners:
   • Met/Exceeded: 6%
   • Nearly Met: 26%
 	
Mathematics (Math):
   • Met/Exceeded: 5%
   • Nearly Met: 9%
	* Nearly Met: 27.7%
	
	Math- English Learners
	* Met/Exceeded: 5.9%
	* Nearly Met: 11.52%
	
	Baseline Data is representative of 2015-16 SBAC Results.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Continue to fund Bilingual Resource Teacher at each site to support with all aspect involving English Learners: Federal/State Guidelines, Identification, Placement, Assessment/Monitoring, English Language Development and Access to Core, Reclassification and RFEP Monitoring.	1.1 Funded Bilingual Resource Teachers at all the comprehensive sites and the continuation high school. Six teachers made up 3.8 FTE. 1.2 EL Achieve: 8 teachers participated in the 3 day Advanced SysELD Institute, 2 teachers (new hires) and 1 BRT attended the 5 day SysELD Institute.	1.1 $688,381 1.2 $12,150 1.3 $22,950 1.4 $56,000 1.6 $10,800 1.8 $1,000 1.9 $268,000 1.1 Salary/Benefits: $118,125 - Title III LEP and $570,256 - Supplemental Concentration	1.1 Bilingual Resource Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $566,995

1.2 Professional Development for ELD Teachers:
- EL Achieve: Advance SysELD Institute (3-Day): Contract
- Substitutes: 3 Days/12 Teachers

1.3 SysELD Implementation Support (Teacher collaboration/Cohort Model)
- Cohort Stipend: $1,200 p/tchr X 12 tchr
- Cohort Facilitator/Coach Stipend: $1,200 X 3
- SysELD Units (6 sets of ELD Unit 1 for each ELD Level- Total 18 Units @ $275 p/unit)

1.4 Hire .4 FTE District Bilingual Resource Teacher (BRT)
- ELD Curriculum Development & Assessment
- English Language Proficiency Assessment of California (ELPAC) Implementation Support

1.5 Ellevation: Data Management System for English Learners
- Annual Renewal
- Training

1.6 English Learner Quarterly Monitoring Meetings (Curriculum Rate - Outside School Day)
- Teachers: 27 Total (12 ELD, 10 English Support, 5 BRTs)

1.3 SysELD Implementation Support: 1 cohort of two teachers; 10 hrs per teacher

1.4 Hired .4 FTE District Bilingual Resource Teacher (BRT)

1.5 Ellevation: Annual Renewal and two days of training for BRTs

1.6 Did not implement (no cost)- content was discussed during already scheduled meetings.

1.7 District BRT explored and researched different language assessments for newcomers for possible implementation in 2018-19. (no cost)

1.8 Committees were established to support the work of the development of the new EL Master Plan. Committees then met at different times for a minimum of 2 or 3 times to give input. Activities included: Overview of EL Master Plan - 2 hour after school meeting, Vision Statement Planning meeting- 1.5 hrs- release time. Individual teacher compensation based on needs from different committees.

1.9 Site Allocations: Sites were allocated EL Support funds ($200/student). The common use of such funds involved:
* Personnel (Bilingual Instructional Aids)
* Instructional Materials

Grant

1.2 Contracts: $6,750, Substitutes: $5,400 - Supplemental Concentration Grant

1.3 Materials: $4,950, Curriculum Rate: $18,000- Supplemental Concentration Grant

1.4 Salary/Benefits: $42,000- Supplemental Concentration Grant, $14,000- Title III, Immigrant

1.6 Curriculum Rate: $10,800 - Title I

1.8 Curriculum Rate: $1,000 - Supplemental Concentration Grant

1.9 EL Support Funds: $268,000- Supplemental Concentration Grant

1.1 Obj. Code 1901, 3000
1.2 Obj. Code 5807,1121, 3000
1.3 Obj. Code 4310, 1906, 3000
1.4 Obj. Code 1101, 3000
1.6 Obj. Code 1906, 3000
1.8 Obj. Code 1906, 3000
1.9 Obj. Code 5813,1900, 2100, 3000, 4351, 4352, 4210, 4310, 5205
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration

• 27 tchr X 8 hrs X $50 p/h 1.7 Explore/Identify Primary Language Assessments for newcomers 1.8 Revise EL Master Plan • Teacher Collaboration: 2 BRTs X 10 hrs X $50 p/h 1.9 Site Allocations: EL Support Funds ($200/student)	* Teacher Collaboration time (planning/compensation) * Educational Field Trips	1.9 $268,000 1.9 EL Support Funds: $268,000-Supplemental Concentration Grant 1.9 Obj. Code 5813,1900, 2100, 3000, 4351, 4352, 4210, 4310, 5205 2000-2999: Classified Personnel Salaries Supplemental and Concentration	1.1 Bilingual Resource Teachers 2000-2999: Classified Personnel Salaries Title III $121,386
		1.1 $688,381 1.2 $12,150 1.3 $22,950 1.4 $56,000 1.6 $10,800 1.8 $1,000 1.9 $268,000 1.1 Salary/Benefits: $118,125 - Title III LEP and $570,256 - Supplemental Concentration Grant 1.2 Contracts: $6,750, Substitutes: $5,400 - Supplemental Concentration Grant 1.3 Materials: $4,950, Curriculum Rate: $18,000- Supplemental Concentration Grant 1.4 Salary/Benefits: $42,000- Supplemental Concentration Grant, $14,000- Title III, Immigrant 1.6 Curriculum Rate: $10,800 -	1.2 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 12,150

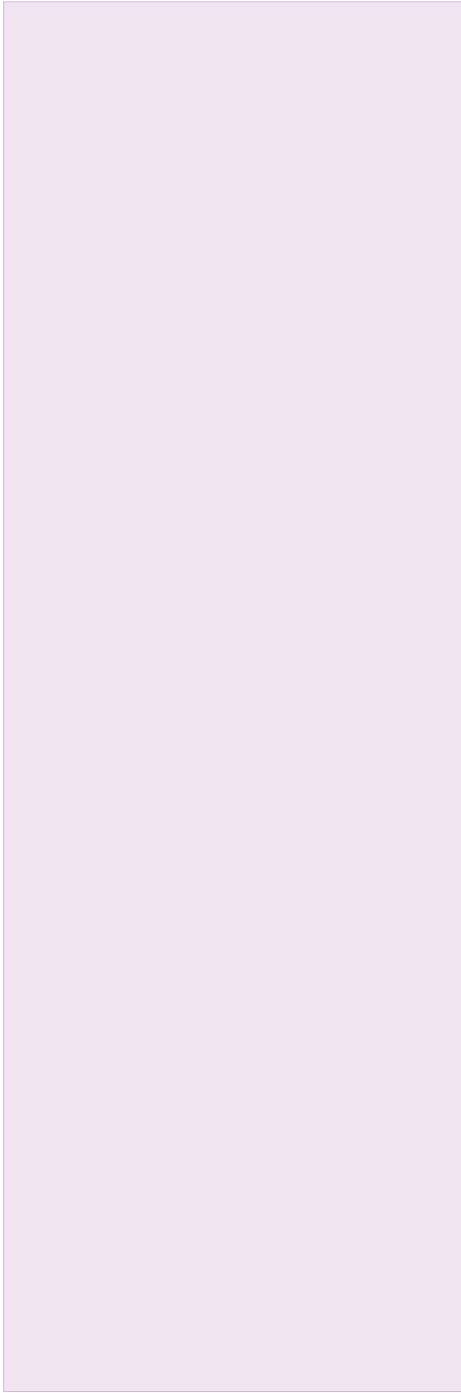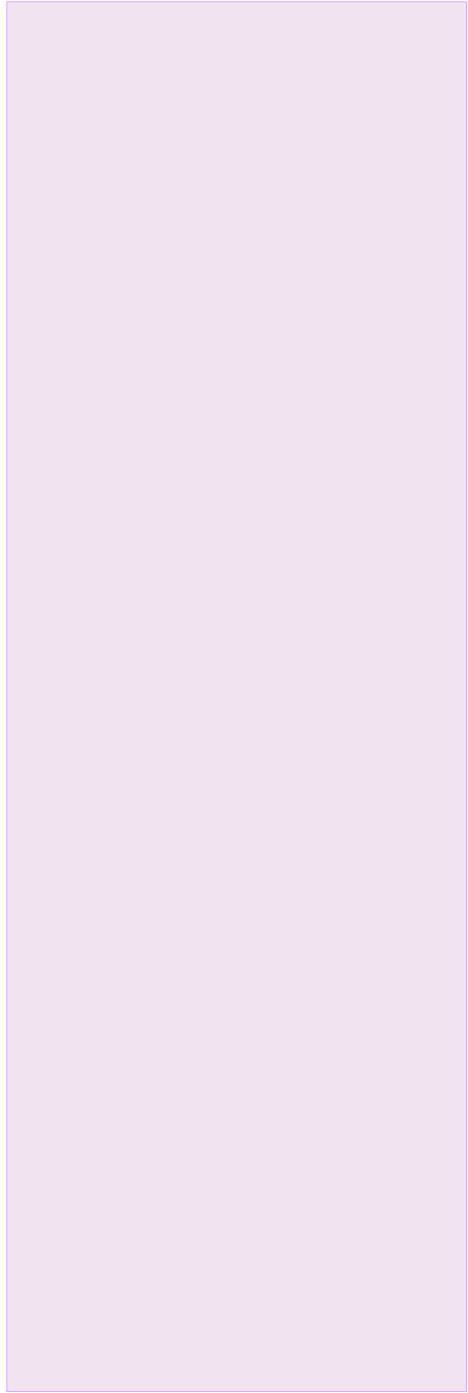|			
		Title I 1.8 Curriculum Rate: $1,000 - Supplemental Concentration Grant 1.9 EL Support Funds: $268,000- Supplemental Concentration Grant 1.1 Obj. Code 1901, 3000 1.2 Obj. Code 5807,1121, 3000 1.3 Obj. Code 4310, 1906, 3000 1.4 Obj. Code 1101, 3000 1.6 Obj. Code 1906, 3000 1.8 Obj. Code 1906, 3000 1.9 Obj. Code 5813,1900, 2100, 3000, 4351, 4352, 4210, 4310, 5205 3000-3999: Employee Benefits Supplemental and Concentration	
		1.3 $22,950 1.9 $268,000 1.3 Materials: $4,950, Curriculum Rate: $18,000- Supplemental Concentration Grant 1.9 EL Support Funds: $268,000- Supplemental Concentration Grant 1.3 Obj. Code 4310, 1906, 3000 1.9 Obj. Code 5813,1900, 2100, 3000, 4351, 4352, 4210, 4310, 5205 4000-4999: Books And Supplies Supplemental and Concentration	1.3 Teacher Collaboration 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,400
		1.9 $268,000	1.4 District BRT 1000-1999: Certificated Personnel Salaries

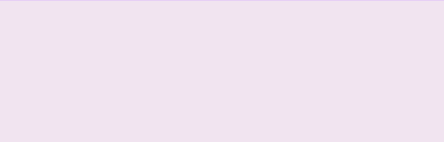|			
		1.9 EL Support Funds: $268,000-Supplemental Concentration Grant 1.9 Obj. Code 5813,1900, 2100, 3000, 4351, 4352, 4210, 4310, 5205 4000-4999: Books And Supplies Supplemental and Concentration	Supplemental and Concentration 60,000
		1.2 $12,150 1.5 $20,000 1.7 $5,000 1.9 $268,000 1.2 Contracts: $6,750, Substitutes: $5,400 - Supplemental Concentration Grant 1.5 License: $20,000- Title I 1.7 Materials/License: $5,000 - Title I 1.9 EL Support Funds: $268,000-Supplemental Concentration Grant 1.2 Obj. Code 5807,1121, 3000 1.5 Obj. Code 5813 1.7 Obj. Code 5813 1.9 Obj. Code 5813,1900, 2100, 3000, 4351, 4352, 4210, 4310, 5205 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration	1.5 Ellevation License 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 19,200
			1.8 EL Master Plan Committees 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			1.9 Site Allocations for EL Support 0000: Unrestricted Supplemental and Concentration 230,200
			Certificated benefits for 1.1,.1.3,1.4 &1.8 3000-3999: Employee Benefits Supplemental and Concentration 127.365
			Classified benefits for 1.1 3000-3999: Employee Benefits Title III 34,279

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Pilot Constructing Meaning Units to support LTELs in English Support Classes • Cost of Materials (2 sets of all 4 units @ $226 per unit) • Implementation Support (Teacher Collaboration): 2 tchr X 10 hrs X $50 p/h	2.1 English Support Classes continued to used current curriculum. Teachers were provided collaboration time to establish and calibrate assessments.	2.1 Materials: $2,000- Title I , Curriculum Rate: $1,000-Supplemental Concentration Grant 2.1 Obj. Code 4310, 1906, 3000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,000	2.1 English Support curriculum 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3000
		3000-3999: Employee Benefits Supplemental and Concentration	3000-3999: Employee Benefits Supplemental and Concentration 119
		4000-4999: Books And Supplies Supplemental and Concentration	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for this goal were generally implemented as planned. Of the nine activities listed, all but two were fully implemented.   Strong efforts were made to increase awareness among staff district-wide with respect to ELPAC, the ongoing progress monitoring of EL students and the importance of reclassification. The primary intent of such efforts was to ensure that the administration and implementation of the ELPAC was coordinated and executed as well as possible given all the unknowns. With respect to ongoing progress monitoring of EL by teachers, continuing to use Ellevation for this purpose was also key. The site BRTs provided awareness sessions and training to targeted groups of teachers/staff, mainly department chairs. The purpose was to introduce them to the tool as well as train them on how to use it for monitoring purposes. In addition, a session was offered during one of the district-wide all staff professional development days. With respect to the importance of reclassification, both ELPAC and Ellevation supported this effort. The piloting of Constructing Meaning units did not take place due to multiple factors that would have impeded a well developed and coherent plan. Furthermore, by the time teacher leaders learned of and became familiar with the units, it was late in the school year. The deadline for submitting a proposal to pilot new curriculum, as defined by the District's process, was past due. This resulted in not purchasing the materials as indicated in action #1.9. In addition, teacher turnover and reassignments of staff in general reduced the number of teachers considering piloting new curriculum. With the number of existing district and site initiatives, establishing a new team was not feasible. Instead, as a district, it was decided to concentrate our efforts on the EL Master Plan. The committees established to support this work functioned in essence as EL Committees.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Hiring a district BRT who supported the Director of Research and Evaluation in the rollout and implementation of ELPAC was a key action on the part of the district. This person was responsible for training all administrators as well as staff administrating and proctoring the exam at each of the sites.   Increasing the support at the site level in the use of Ellevation resulted in the number of monitoring forms, both progress and reclassification recommendations, more than doubling over the prior year. For the EL Master Plan Project, approximately 40 staff members participated in six committees. In the end, this group expressed appreciation for the opportunity to participate as it enhanced their understanding of Ed. Code parameters for educating ELs. Lastly, supporting teachers of ELD through professional development with EL Achieve also increased our teachers' confidence in planning and delivering language acquisition lessons targeted to individual students' level of proficiency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between the budgeted expenditures and the estimated actual expenditures was due to the change in plan for action items 1.6, 1.9 and 2.1 as mentioned in question 1 of this goal's analysis. The piloting of Constructing Meaning units did not take place due to because doing so would have impeded a well developed plan. Furthermore, by the time teacher leaders learned of and became familiar with the units, it was late in the school year. The deadline for submitting a proposal to pilot new curriculum, as defined by the district's process, was past due. This resulted in not purchasing the materials as indicated in Action 1.9. In addition, teacher turn over and reassignments of staff in general reduced the number of teachers considering piloting new curriculum. With the

number of existing district and site initiatives, establishing a new team was not feasible. Instead, as a district, it was decided to concentrate our efforts on the EL Master Plan. The committees established to support this work functioned as EL Committees.   For these reasons, the actual and estimated expenditures for this goal differ.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

For the 2018-19 school year, the District will be looking at revising/refining the job description of the Bilingual Resource Teacher to emphasize instructional support to students and teachers in the classroom. The District will also be looking into selecting and piloting curriculum and assessments in English Language Development. This will support teachers in ensuring well drafted lesson plans aligned to ELD standards. ELD teachers who have completed the Systematic ELD Training will have the opportunity to receive ongoing support from a district coach. New teachers to ELD will be supported by attending a 5-Day Secondary Systematic ELD Institute.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Student Achievement-College & Career:
All students will be enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51220. In addition, they will have access to and be encouraged to enroll in a rigorous course of study, enabling them to graduate prepared for college and/or career as measured by A-G and/or CTE pathway completion.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of graduating seniors meeting A-G requirements as per SUHSD Dashboard (11/16/17) **17-18** Increase the percent of "all" graduating seniors meeting A-G requirements by 3% of prior year. Percent of graduating seniors meeting A-G requirements as per SUHSD Dashboard (11/16/17) **Baseline** Percent of graduating seniors meeting A-G requirements as per SUHSD Dashboard (11/16/17) Class of 2016: 59.1%	For the class of 2017, the percent of "all" graduating seniors meeting A-G requirements dropped from 2016's 59.1% to 57.9%. This 1.2% falls short of the District's goal of a 3% increase in A-G graduates, which would have been 62.1% of the Class of 2017.
Metric/Indicator Percent of Unduplicated subgroups of graduating seniors meeting A-G requirements as per SUHSD Dashboard (11/16/17)	While 2016 EL & RFEP (combined) students had an A-G completion rate of 26%, this year the percent rose to 27.8%. 20% of the Class of 2017's foster youth met A-G requirements, so the District did not increase or decrease from

Expected	Actual
17-18 Increase the percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% as per SUHSD Dashboard (11/16/17) **Baseline** Class of 2016 • EL & RFEP Combined = 26.3% • Foster = 20% • Homeless = 9.1%	the same percentile in 2016. Homeless saw a slight drop, moving from 2016's 9.1% to 2017's 8.3%.
Metric/Indicator Percent of students exceeding Standards: ELA and math Scores on CAASPP tests **17-18** Increase the CAASPP scores in ELA and math by 3% from baseline **Baseline** CAASPP Scores 16-17: • ELA- 31% Exceeded Standards • Math – 24% Exceeded Standards Target ELA: 34% Math: 27%	With a percentile score of 43.1%, 2017 ELA CAASPP results saw a 9.1% increase in students exceeding standards. Math scored a 28.4% in exceeding standards, which was up 1.4% from 2016 but did not meet the District's goal of a 3% increase.
Metric/Indicator Percent of students taking a CTE pathway course (Introductory, concentrator, and capstone) **17-18** Establish baseline percent of students taking a CTE pathway course (introductory, concentrator, and capstone) **Baseline** 2017-18 CTE Pathway Rates	In 2016-17, year, the District required that any courses currently receiving CTE credit be re-submitted for approval to align with current state CTE criteria. In addition, the number of CTE credentialed teachers was increased from seven to 28. This year, 2017-18, courses that met the CTE standards, including being taught by a teacher credentialed in said CTE area, are being noted in the District's data system. At the end of the current school year, we will have our baseline data of students taking pathway courses.
Metric/Indicator Percent of unduplicated subgroups taking a CTE pathway course (Introductory, concentrator, and capstone)	As detailed above, this year we are tracking students in our newly re-vamped CTE courses and will have baseline results at the end of the current school year. A baseline percent of unduplicated subgroups taking a CTE will be available then.

	Expected		Actual

Expected	Actual
17-18 Establish baseline Percent of unduplicated subgroups taking a CTE pathway course (Introductory, concentrator, and capstone) **Baseline** 2017-18 CTE Pathway Rates	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District's base program provides a broad course of study for all students as described in the EC section In addition, the District will ensure all students have access to a rigorous course of study such as A-G Courses by continuing to: 1.1 Support a College & Career Advisor (CCA) at each site 1.2 Support classes in Math and English for students that need additional support in meeting graduation requirements and A-G requirements 1.3 Align graduation requirements with courses that meet A-G subject area courses, as needed	1.1 A College & career Advisor (CCA) was provided to each site. 1.2 Support classes in math and English for students that need additional support in meeting graduation requirements and A-G requirements were provided. 1.3 The District continues to move towards aligning graduation requirements with courses that meet A-G. For instance, next year will be the second year of a pilot moving the only remaining diploma track ninth graders out of a non A-G science class (Advanced Integrated Science) and in to an A-G science class (Ecology). 1.4 Counselors received release time, away from sites to look at each junior and senior on their caseloads and come up with	1.1 $500,000 1.2 $1,568,000 1.3 $0 1.4 $0 1.5 $0 1.6 $600,000 1.1 Salary/Benefits: Base 1.2 Support Classes- Supplemental Concentration Grant 1.3 N/A 1.4 N/A 1.5 N/A 1.6 AVID Sections- Supplemental Concentration Grant 1.1 Obj. Code 1211, 3000 1.2 Obj. Code 1101, 3000 1.3 N/A 1.4 N/A 1.5 N/A 1.6 Obj. Code 1101, 3000 3000-3999: Employee Benefits Supplemental and Concentration	1.1 $704,437 1.2 $2,082,383 1.3 $0 1.4 $0 1.5 $0 1.6 $867,002 1.1 Salary/Benefits: Base 1.2 Support Classes- Supplemental Concentration Grant 1.3 N/A 1.4 N/A 1.5 N/A 1.6 AVID Sections- Supplemental Concentration Grant 1.1 Obj. Code 1211, 3000 1.2 Obj. Code 1101, 3000 1.3 N/A 1.4 N/A 1.5 N/A 1.6 Obj. Code 1101, 3000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,668,000

1.4 Create a plan of action for juniors and/or seniors in need of making up A-G courses (credits) 1.5 Increase the number of dual enrollment courses offered to District students so more students graduate from high school with UC transferable college courses completed 1.6 Support an AVID program at each of the comprehensive sites	individualized plans for them. to make up A-G courses. 1.5 The District continued to work with the San Mateo Community College District to increase dual enrollment courses. In addition, we are now working with Foothill to provide a greater number of offerings on our sites. 1.6 Two sections of AVID at each grade level (for a total of 8 sections per site and 32 sections District-wide) were provided at each of the comprehensive sites, as well as a .2 release for site AVID coordinators at each school.	3000-3999: Employee Benefits Supplemental and Concentration	3000-3999: Employee Benefits Supplemental and Concentration 490,112

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Continue to provide services to students who meet one or more of the 13 handicapping conditions and require special education services to access and make progress in instruction, preferably in general education. Also continue co-teaching practices for students whose IEPs indicate a need for this accommodation. 2.2 Establish a system to monitor student progress quarterly or at the end of each semester.	2.1 The District continued to offer co-teaching at sites, allowing for sped. students who once would have taken courses outside of the mainstream to participate in UCA-G general education classes. 2.2 Student progress systems were charted to track student progress.	2.1 Special Ed Program and Co-Teaching Sections Obj. Code 1101, 3000 2.2 N/A 1000-1999: Certificated Personnel Salaries Base 22,000,000 3000-3999: Employee Benefits Base	2.1 Special Ed Program and Co-Teaching Sections Obj. Code 1101, 3000 2.2 N/A 1000-1999: Certificated Personnel Salaries Base 24,156,572 3000-3999: Employee Benefits Base 4,437,562

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
   All

Location(s)
   All Schools

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to monitor and support the following groups of students: 3.1 English Learners 3.2 Foster Youth (FY)/Homeless 3.3 Socio-Economically Disadvantaged (SED)-Supplemental Education Services (SES) 3.4 Migrant	English Learners, Foster Youth/Homeless, Socio-Economically Disadvantaged, Migrant and AVID student progress was all part of the equity card training for staff. Cards were then used to monitor student A-G progress. 3.1 The District continued to monitor and support EL students through sites' Bilingual Resource Teachers, IVPs and Director of English Language Development. Further monitoring transpired for ELA/ELD students as all District teachers of ELA/ELD received training from EL Achieve, part of which was the monitoring of student progress. 3.2 . Foster Youth/Homeless were monitored by AVPs and the District Foster Youth Coordinator.	3.1 Included in Goal 4 Action 1.9 3.2 $8,000 3.3 $80,000 3.1 N/A 3.2 - 3.3 Direct Services: Title I 3.1 N/A 3.2 Obj. Code 5813 3.3 Obj. Code 5813 5800: Professional/Consulting Services And Operating Expenditures Title I 88,000	3.1 Included in Goal 4 Action 1.9 3.2 $8,000 3.3 $80,000 3.1 N/A 3.2 - 3.3 Direct Services: Title I 3.1 N/A 3.2 Obj. Code 5813 3.3 Obj. Code 5813 5800: Professional/Consulting Services And Operating Expenditures Title I 66,927
		3.4 Direct services: Migrant 3.4 Obj. Code 1901, 3000 1000-1999: Certificated Personnel Salaries 110,000	3.4 Direct services: Migrant 3.4 Obj. Code 1901, 3000 1000-1999: Certificated Personnel Salaries Federal Funds 72,361
		3000-3999: Employee Benefits	3000-3999: Employee Benefits Federal Funds 2,852

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	3.3 Socio-Economically Disadvantaged students' A-G progress is monitored by all of the afore mentioned groups. AVID (SES) students had a period of support every day with a teacher who monitored their A-G progress. In addition, the new one time College Readiness Support Funds were used to equip each student with a one-to-one electronic device, allowing them to more effectively complete A-G courses.
Students to be Served	
English Learners	
Foster Youth	
Low Income	
Scope of Services	3.4 Migrant students were a part of the Migrant Program where their A-G progress was supported.
Limited to Unduplicated	
Locations	
All Schools	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Thanks to the inclusive nature of the LCAP process, stakeholders were well informed on the implementation of the actions/services to achieve our A-G goal.   College and Career Advisors are accessed by all of the District's students through both scheduled and impromptu interactions and through PTSA, Parent Education and Counseling Office outreach, parents know how to access these services to help their student(s) attain A-G. Course placement is data driven so middle schools and parents are a part of determining English and math support classes for the incoming students who will need them. There is an Advisory Council that continues to oversee the implementation of co-teaching, and Sped. Department Chairs meet with IVPs each semester to review placement and practice. Co-teaching A-G access is also monitored for individual student success by sped. case managers. Bilingual Resource Teachers work with IVPs and the Director of English Learner Development to implement and monitor the EL A-G program.   These groups work with the Parent Outreach Coordinator to keep parents informed on A-G requirements and how their student(s) can reach them. The Foster Youth/Homeless Coordinator works with AVPs and the county to make sure students are correctly identified, receiving services and know where to go for additional support. The Migrant Coordinator does the same for Migrant youth. Students

apply for the AVID program and parents agree to AVID expectations annually. Site AVID Coordinators work with the District Director to oversee A-G completion of AVID students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our efforts to increase A-G access have helped to raise graduation rates, but this year saw a drop in A-G completion. While more students are in A-G classes, more work needs to be done to help students achieve the needed grades in these classes to also meet A-G.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

College and Career Advisors was $204,437 over budgeted amount due to the fact that our College and Career Advisors are all high on the District pay scale and a substantial raise went into effect this year. This is also the case with the AVID sections that were over budget $267,002.   The support classes were $514,383 over budget both because of senior teachers in the position, the raise, and the fact that more sections were opened over the course of the year as more qualified students joined the District. Co-teaching, where there appears to be the biggest discrepancy coming in $2,156,572 over budget was a miscalculation on the original estimate. In addition to the staffing overages, benefit cost were added in the amount of 4.9 million which was not part of the original 17/18 LCAP submission.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In reflecting on Goal 5 and Goal 6, we have realized they are metrics and actions rather than goals, and that the intended goal for both is the same: increase the percent of all students and unduplicated student groups who are graduating from our schools college and career ready. To that end, one will see in the body of our 2018-19 goals a change where Goal 5 and Goal 6 are combined into one new overarching Goal 5 that still includes the actions and metrics from when they were two separate "goals". Another change that will be noted in the actions/services of the modified Goal 5 is the opening of the new school TIDE academy.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

Locally Defined Criteria:
All students will have access to and be encouraged to enroll in at least one AP/IB course by the time they graduate from SUHSD.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of graduating seniors taking at least one AP/IB class **17-18** Increase the percent of "all" graduating senior taking at least one AP/IB course by 3% of prior year. **Baseline** All - 62.8% Expected Target: All - 65%	63.4% of "all" graduating seniors took at least one AP/IB course.
Metric/Indicator Percent of unduplicated subgroups of graduating seniors taking at least one AP/IB class **17-18** Increase the percent of unduplicated subgroups of graduating seniors completing at least one AP/IB class by 3%	We are unsure of how/where the baseline data was originated. To that end, the following is what is noted: From the 2015-16 to 2016-17: * Hispanics/Latinos participating in and completing AP/IB courses realized a 9.3% increase moving from 44.3% to 53.6%. * SED participation also rose with 8.2% more taking at least one AP/IB course, rising from 39.1% to 47.3%.

Expected	Actual

Expected

Baseline
- Hispanics/Latino: 49.6%
- SED: 43.6%
- FY/Homeless: 12.5%

Expected Target:

Hispanic/Latino: 52%

SED: 46%

FY/Homeless: 15%

Actual

* FY had five total students, none of whom participated in an AP/IB course. This was a 50% drop over the prior year.
* Homeless also saw a drop with percent participation falling 1.5% from an 18.2% participation/completion to 16.7%.

Moving forward, this data will be our baseline and we will report FY and Homeless separately.

Expected

Metric/Indicator
Number of students who pass an AP exam with a score of 3 or higher

17-18
Demonstrate a 3% increase in the number of students taking an AP exam, as well as a 3% increase in the number of students who score a 3 or higher.

Baseline
2014-15 Rates from Data Quest:

Number Percent of Total Tested
Total Tested 2,197*
Score- 3 1,043 48.6%
Score- 4 1,132 47.8%
Score- 5 1,083 50.9%
*Some students took multiple exams

Expected Target:
Score 3 - 50%
Score 4 - 50%
Score 5 - 60%

Actual

In 2016-17 there was a 1% decline with 2,172 tests taken. Conversely, the number of tests on which at lease a three was scored rose from 2105-16 to 2017-18 by .3%.

2015-16 Rates from Data Quest:

Number Percent of Total Tested
Total Tested 2,197*
Score- 3 1,043 25.3%
Score- 4 1,132 27.4%
Score- 5 1,083 26.2%

*Note: Some students took multiple exams. Moving forward, we will only measure the percent of students scoring 3 or higher.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
District base program is to ensure all students have access to a rigorous course of study such as AP/IB courses To ensure students access and enroll in at least one AP/IB course, we will: Continue to: 1.1 Refine/modify plan of action to increase target student groups' awareness of AP/IB courses and the value of enrolling in such courses 1.2 Work with Equal Opportunity Schools (EOS) or similar agencies to survey students and staff in efforts to identify AP-/IB-ready students who are not enrolled in AP/IB or 9th -10th grade honors courses 1.3 Require AVID students to develop/modify their 4- year plan annually to include at least one AP/IB course 1.4 Require AVID coordinators monitor AVID students' progress in AP/IB courses and develop a plan of action for students needing intervention/additional support in order to increase the percent of AVID students enrolling in and successfully completing AP/IB courses	1.1 Sites worked to increase target student groups' awareness of AP/IB courses and the value of enrolling in such courses 1.2 Students and staff were surveyed to identify students not enrolled in AP/IB who should be. A District wide survey will be put in place to achieve this next year. 1.3 AVID students are required to participate in one AP/IB course. 1.4 AVID coordinators monitored progress and offered additional supports as needed to help students enroll in and successfully complete AP/IB course. 1.5 All AVID students were provided with one-to-one devices.	1.1 Included in Goal 5 1.2 $46,000 1.2 Obj. Code 5807 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 46,000 1.5 College Readiness Block Grant 1.5 Obj. Code 4310 4000-4999: Books And Supplies Base 286,991	1.1 Included in Goal 5 1.2 $46,000 1.2 Obj. Code 5807 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 46,000 1.5 College Readiness Block Grant 1.5 Obj. Code 4310 4000-4999: Books And Supplies Base 286,991

1.5 Beginning in 2017-18, AVID students will all be provided with one-to-one devices to make it easier for them to access curriculum and college going supports

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Support traditionally underrepresented students in AP/IB courses by providing: - Professional development for teachers around Growth Mindset and scaffolding strategies - Supplemental materials to facilitate "access" to rigorous curriculum - Release time for teachers to collaborate on planning and monitor/support student progress	2.1 Growth mindset and scaffolding professional development were provided to teachers. Supplemental materials were used to facilitate access to rigorous curriculum and release time was given for teachers to collaborate on planning and to monitor student progress.	2.1 PD/Materials/Release Time: Supplemental and Concentration 2.1 Obj. Code 4351, 1121, 1901, 3000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000	2.1 PD/Materials/Release Time: Supplemental and Concentration 2.1 Obj. Code 4351, 1121, 1901, 3000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000
			3000-3999: Employee Benefits Supplemental and Concentration 2,022

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions/services to achieve the articulated goal were as described in the above. In short, a concerted effort was made on the part of staff to encourage underrepresented students to take advantage of AP/IB, and supports were provided to both students and teachers to help students be successful in said courses. Next year, the District will provide a District wide survey to identify students

who are underrepresented in our highest level classes as this is time consuming work that the District can help to mainstream and ensure use of best practices.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In overall participation, Latino participation, and SED student participation, the District saw encouraging gains. Particularly of note is that, in both Latino and SED subgroups, participation was up by almost ten percent. While Foster Youth numbers are low, it is discouraging that the percent of FY accessing the District's highest level courses last year was nil. Specific recruitment of this subgroup needs to be a focus in the year to come.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and estimated actual expenditures were minimal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In reflecting on Goal 5 and Goal 6, we have realized they are metrics and actions rather than goals, and that the intended goal for both is the same: increase the percent of all students and unduplicated student groups who are graduating from our schools college and career ready. To that end, one will see in the body of our 2018-19 goals a change where the two goals are combined into one overarching goal that still includes the actions and metrics from when they were two separate "goals". In addition, as per our reporting on actual outcomes, some of the metrics will reflect a modification. This will be the case for the percent of unduplicated students taking at least one AP/IB class as well as the percent of all student who took an AP exam and scored a 3 or higher. This was due to the change in data source as well as the manner in which the data is collected.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

Student Engagement and School Climate: All sites will promote a positive learning environment that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accruement, graduation, drop-out, suspension and expulsion rates, and the California Healthy Kids Survey.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 5: Pupil Engagement (Engagement)
                    Priority 6: School Climate (Engagement)
                    Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School facilities maintained in good repair **17-18** 100% of school facilities are in good repair **Baseline** 100%	100% of all facilities are in good repair.
Metric/Indicator California Healthy Kids Survey: School Connectedness and Safe Environment	In 2017-18, the district decided to migrate to the Panorama Survey. The California Healthy Kids Survey was not administered during this school year. Data from the Panorama Survey is scored on a scale of 0 to 5. When a question is scored "4.0/5," this represents the numerical average or mean based on the values of answer choices. Each answer choice is assigned a value, either between one and five or one and seven depending on the number of answer choices. These values are averaged to produce a mean score for that question. The more favorable answer choices are assigned

17-18
Grade Level
School Connectedness (High) 2016-17
School Perceived as very safe or safe 2016-17
9th 75% 75%
11th 90% 90%
NT 80% 80%
California Healthy Kids Survey: School Connectedness and Safe Environment

Baseline
Grade Level
School Connectedness (High) 2014-15
School Perceived as very safe or safe 2014-15
9th 58% 54%
11th 72% 77%
NT 52% 73%

higher values and the less favorable answer choices are assigned lower values.

School Belonging: How much students feel that they are valued members of the school community.
Based on 7,022 responses: this section had an average score of 3.1/5, resulting in the 40th percentile of all national high schools completing the Panorama Survey.

School Safety: Perceptions of student physical and psychological safety at school.
Based on 7,022 responses: this section had an average score of 3.9/5, resulting in the 90th percentile of all national high schools completing the Panorama Survey.

Metric/Indicator
Attendance Rates-
(as measured by SUHSD 2016-17 Dashboard- ½ Day Partial/Full Day)

17-18
At minimum, maintain the district's calculated attendance rate of 95% for all students and increase the rate of subgroups.
All: 95.2%
Special Education: 92%
SED (Low Income)-93.1%
EL/RFEP Combined- 93.3%
Foster Youth: 79%
Homeless: 85%

Attendance Rates- (as measured by SUHSD 2016-17 Dashboard- ½ Day Partial/Full Day)

2016-17 Attendance Rates (full year partial/full day), as measured by the SUHSD Dashboard, are as follows:

All Students: 94.2%
Special Education: 93.3%
Socioeconomically Disadvantaged: 91.8%
EL & RFEP Combined: 91.5%
Foster Youth: 80.3%
Homeless: 84.2%

Attendance rates have held relatively steady, with slight improvement in Special Education and Foster Youth subgroups.

Expected	Actual
Baseline All: 95.2% Special Education: 92% Socioeconomically Disadvantaged: 93.1% EL/RFEP Combined: 93.3% Foster Youth: 79% Homeless: 85%	
Metric/Indicator Chronic Absenteeism Rates **17-18** See Baseline column. Chronic Absenteeism Rates **Baseline** Use 2017-18 rates to establish a baseline for future years	Baseline data for Chronic Absenteeism, as measured by the California Department of Education (Dashboard), from 2016-17 is as follows: All Students: 15.4% African American: 20.2% Hispanic/Latino: 21.9% Pacific Islander: 27.5% Special Education: 26.1% EL & RFEP: 28.2% Foster Youth: 52.7% Homeless: 52.5%
Metric/Indicator Graduation rates as measured by the SUHSD District Dashboard **17-18** Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 3% from the baseline. Graduation rates as measured by the SUHSD District Dashboard **Baseline** Class of 2016: Cohort Graduation Rate = 79% African American: 59.2% Latino: 3.7% Pacific Islander: 50.8% Special Education: 62.9% EL: 70.5% Foster Youth: 50% Homeless: 50%	SUHSD no longer utilizes the District Dashboard to measure Graduation Rates. Therefore, SUHSD will be utilizing the California Department of Education (Dashboard) for this measurement. The 2015-16 Graduation Rates, as measured by the California Department of Education (Dashboard), are as follows: All Students: 93.4% African American: 78.9% Hispanic/Latino: 88.6% Pacific Islander: 82.9% Special Education: 74.6% EL & RFEP: 76.9% Foster Youth: *% Homeless: 78.8%
Metric/Indicator Suspension rates as measured by the SUHSD Dashboard	SUHSD no longer utilizes the District Dashboard to measure suspension rates. Therefore, SUHSD will be utilizing the California Department of Education (Dashboard) for this measurement.

Expected	Actual
17-18 Demonstrate a decrease in the suspension rate for "All" students in general and each applicable pupil subgroup as per SUHSD's Dashboard 2015-16 baseline. All Students: < 4.5% African American: <14.1% Latino: < 7.7% Pacific Islander: < 10.2% Special Education: 10.7% EL & RFEP< 8.3% Foster Youth: < 16.4 % Homeless: <12.2% Suspension rates as measured by the SUHSD Dashboard **Baseline** 2015-16 Suspension Rate: 4.9% African American: 14.1% Latino: 7.7% Pacific Islander: 10.2% Special Education: 10.7% EL & RFEP: 8.3% Foster Youth: 16.4 % Homeless: 12.2%	2016-17 suspension rates, as measured by the California Department of Education (Dashboard), are as follows: All Students: 4.4% African American: 9.5% Hispanic/Latino: 6.5% Pacific Islander: 10.1% Special Education: 10.1% EL & RFEP: 8.8% Foster Youth: 21.4% Homeless: 6.1% According to the California Department of Education (Dashboard), the change in suspension rates were: All Students: +0.1% African American: -3.1% Hispanic/Latino: -0.3% Pacific Islander: +2.0% Special Education: -0.2% EL & RFEP: -1.6% Foster Youth: -1.5% Homeless: -5.3%
Metric/Indicator Number of Expulsions as measured by the SUHSD Dashboard **17-18** Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup as per SUHSD's Dashboard 2015-16 baseline. At minimum < 25 Total Expulsions	SUHSD no longer utilizes the District Dashboard to measure expulsion rates. Therefore, SUHSD will be utilizing the California Department of Education (Dashboard) for this measurement. 2016-17 expulsion rates, as measured by the California Department of Education (DataQuest), are as follows: All Students: 0.21% African American: 0.37% Hispanic/Latino: 0.35% Pacific Islander: 0.75% Special Education: 0.31% EL & RFEP: 0.25% Foster Youth: 0.00% Homeless: 0.00%

Expected	Actual

Baseline
2015-16 Number of Expulsions: 28

African American: 3
Latino: 18
Pacific Islander: 1
Special Education: 4
EL & RFEP: 19
Foster Youth: 0
Homeless: 0

According to the California Department of Education (DataQuest), the change in expulsion rates were:

All Students: -0.01%
African American: -0.71%
Hispanic/Latino: +0.06%
Pacific Islander: +0.38%
Special Education: +.07%
EL & RFEP: -0.38%
Foster Youth: -1.45%
Homeless: 0.00%

In 2016-17, the total number of expelled students was 22.

Metric/Indicator
Percent of 9th grade students earning 30+ credits after the first semester as measured by the SUHSD Dashboard

17-18
Demonstrate an increase in the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup, as per the 2016-17 SUHSD's Dashboard annual metrics (baseline)
At minimum: 9th grade students earning 30+ credits > 86%

Baseline
2016-17 9th grade students earning 30+ credits after first semester = 86%

African American: 75.8%
Latino: 79.2%
Pacific Islander: 73.6%
Special Education: 75.2%
EL& RFEP: 78.3%
Foster Youth: 40%
Homeless: 46.7%

2017-18 percent of 9th grade students earning 30+ credits after the first semester, as measured by the SUHSD Dashboard, are as follows:

All Freshmen: 85.8%
African American: 76.3%
Hispanic/Latino: 76.8%
Pacific Islander: 76.4%
Special Education: 72.5%
EL & RFEP: 72.4%
Foster Youth: 60.0% (n=7)
Homeless: 47.4% (n=22)

Metric/Indicator
Percent of 10th grade students earning 120+ credits after the first semester as measured by the SUHSD Dashboard

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2016-17 percent of 10th grade students earning 120+ credits after second semester (end of 10th grade year), as measured by the SUHSD Dashboard, are as follows:

All 10th graders: 77.1%
African American: 70.9%
Hispanic/Latino: 63.2%
Pacific Islander: 66.0%

Expected	Actual
17-18 Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup, as per 2016-17 SUHSD's Dashboard annual metrics. At minimum percent of 10th grade students earning 120 credits > 78%. Percent of 10th grade students earning 120+ credits after the first semester as measured by the SUHSD Dashboard **Baseline** 2015-16 10th grade students earning 120+ credits after second semester: 77.8% African American: 61.5% Latino: 64.7% Special Education: 61.6% EL& RFEP: 62.9% Foster Youth: 66.7% Homeless: 31.6%	Special Education: 69.7% EL & RFEP: 59.1% Foster Youth: 33.3% (n=9) Homeless: 50.0% (n=19)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 District base program ensures clean and safe facilities for all students	100% of all facilities are in good repair and there were no Williams complaints.	1.1 Obj. Code 2230, 2240, 3000 2000-2999: Classified Personnel Salaries Base 9,824,315	1.1 Obj. Code 2230, 2240, 3000 2000-2999: Classified Personnel Salaries Base 9,824,315
		3000-3999: Employee Benefits Base	3000-3999: Employee Benefits Base 1,705,529

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

2.1 Support the development of a two-week SEL (social-emotional learning) mental health curriculum to be delivered to all 9th grade students through Life Skills classes and targeted at-risk students (Redwood)

2.2 Introduce Kognito's Friend2Friend training for all 9th grade students through Life Skills and targeted at-risk students (Redwood)

2.3 Continue and further develop a neuroscience of addiction curriculum for 9th grade students

2.4 Broaden the outreach for parent education, particularly to the families of at-risk students.

2.5 Continue to explore the Multi-tiered Systems of Support (Tiers 1 – 3) for student behavior and mental health intervention and support through the district Discipline Committee

2.1 The district is identifying and evaluating existing mental health curricula for use in Life Skills classes and targeted at-risk students.

2.2 Kognito's Friend2Friend (F2F) training was provided for all district 9th grade students in Life Skills classes this past fall. Discussions are in progress regarding Kognito F2F training for 10th, 11th, and 12th grade students this year, particularly our at-risk students at Redwood High School.

2.3   The Neuroscience of Addiction (NOA) curriculum has been provided for over 1,500 students this year. Intervention and control data has been collected, and is currently being analyzed using UCSF's Qualtrics research software. All 9th grade students will receive the NOA curriculum in Fall, 2018.

2.4 The Parent Education Series has expanded program offerings at all of SUHSD comprehensive school sites. Select parent education events have been videotaped and posted, thereby broadening the outreach to all families. Spanish translation is offered for parent education events.

2.5 The SMCOE provided an MTSS training during a district PD day. Determined that while all tiers are in need of support, specifically

2.1 - Teacher Collaboration: Supplemental Concentration Grant
2.3 - Teacher training; PD: Supplemental Concentration Grant

2.1 Obj. Code 1906, 3000
2.3 Obj. Code 1906, 3000
2.5 N/A
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40,000

 3000-3999: Employee Benefits Supplemental and Concentration

2.2 - Kognito Training: Supplemental Concentration Grant
2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant

2.2 Obj. Code 5813
2.4 Obj. Code 5813
 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 13,000

2.1 - Teacher Collaboration: Supplemental Concentration Grant
2.3 - Teacher training; PD: Supplemental Concentration Grant

2.1 Obj. Code 1906, 3000
2.3 Obj. Code 1906, 3000
2.5 N/A
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40,000

 3000-3999: Employee Benefits Supplemental and Concentration 7,348

2.2 - Kognito Training: Supplemental Concentration Grant
2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant

2.2 Obj. Code 5813
2.4 Obj. Code 5813
 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 13,000

more robust Tier 1 resources are needed. Discussions are ongoing with the district's mental health coordinators. Mike Lombardo, from PlacerCOE, met with the Discipline Task Force to discuss MTSS issues. Additionally, Alternatives to Suspension ATS protocols are currently being re-evaluated.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate the current programs for "at risk" students and modify as needed: 3.1 Compass (Incoming 9th graders) 3.2 Team Ascent (Incoming 9th graders) 3.3 Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access 3.4 Sequoia Aspirations Program (SAAP) for identified/targeted "at risk" 9th and 10th grade students 3.5 Support the Independent Studies (IS) program (caseload not to exceed 28 students per IS teacher) 3.6 Contract with Acknowledge Alliance to support the following	3.1 A review of the SUHSD Compass program was presented to the Board on September 27, 2017. The total number of incoming 9th graders that participated in the program for 2017 was 333 (14.3%). 3.2 A review of the SUHSD Team Ascent program was presented to the Board on September 27, 2017. Four programs ran the Team Ascent program, in addition to summer school, and capped enrollment at 30 incoming 9th graders. 3.3 A review of SUHSD summer school credit recovery options for 9th and 10th graders was presented to the Board on September 27, 2017. The 9th and 10th grade subgroup made up 65% of all summer school enrollments.	3.1 $100,000 3.2 $143,000 3.3 $503,816 3.4 $525,600 3.5 $250,000 3.7 $20,000 3.1 Compass: Supplemental Concentration Grant 3.2 Team Ascent: Title I 3.3 Summer School: Supplemental Concentration Grant 3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.5 IS Benefits/Salary: Supplemental Concentration Grant 3.7 Adult School: Supplemental Concentration Grant 3.1 Obj. Code 1907, 2107, 3000 3.2 Obj. Code 1907, 2107, 3000 3.3 Obj. Code 1907, 2107, 3000	3.1 $100,000 3.2 $143,000 3.3 $503,816 3.4 $525,600 3.5 $250,000 3.7 $20,000 3.1 Compass: Supplemental Concentration Grant 3.2 Team Ascent: Title I 3.3 Summer School: Supplemental Concentration Grant 3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.5 IS Benefits/Salary: Supplemental Concentration Grant 3.7 Adult School: Supplemental Concentration Grant 3.1 Obj. Code 1907, 2107, 3000 3.2 Obj. Code 1907, 2107, 3000 3.3 Obj. Code 1907, 2107, 3000

groups of students: returning from suspension, juvenile hall, at risk of suspension 3.7 Support dual enrollment options for SUHSD students, including Adult School	3.4 A review of the Sequoia Aspirations Advocate Program (SAAP) was presented to the Board on September 28, 2016. An updated report and evaluation of the program will be made to the board in the Fall of 2018. This will include data on the first cohort to graduate as SAAP students. 3.5 Independent Studies (IS) program continued as established, with appropriate caseloads. 3.6 Acknowledge Alliance contract included 2 part time and 1 full time bi-lingual staff and 6 counseling interns to provide individual and group counseling services. Services provided to students at Carlmont, Sequoia High, Woodside, Menlo Atherton and Redwood High Schools. These populations include students returning from suspension, juvenile hall, and those at risk of suspension. 3.7 Dual enrollment was supported in SUHSD's Adult School program during the 2017-18 school year.	3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.7 Obj. Code 1101, 3000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,442,416 3000-3999: Employee Benefits Supplemental 2000-2999: Classified Personnel Salaries 3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.4 Obj. Code 1101, 3000, 1901 1000-1999: Certificated Personnel Salaries 100,000 3.6 Consultant: Supplemental Concentration Grant 3.6 Obj. Code 5813 5800: Professional/Consulting Services And Operating Expenditures 57,000	3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.7 Obj. Code 1101, 3000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,442,416 3000-3999: Employee Benefits Supplemental and Concentration 264,972 3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.4 Obj. Code 1101, 3000, 1901 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 100,000 3.6 Consultant: Supplemental Concentration Grant 3.6 Obj. Code 5813 5800: Professional/Consulting Services And Operating Expenditures 57,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Planned actions and services were implemented in order to achieve the articulated goal. The resulting data from the Panorama Survey demonstrated all school sites in SUHSD are safe learning environments as the majority of students feel valued as members of the school and feel safe. The SUHSD Discipline Task Force completed its work and is in the process of making recommendations to expand alternatives to suspension and expulsion, attendance monitoring, and professional development for staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services associated with the articulated goal appear to have widespread effectiveness. Students' feelings of school connectedness can continue to be improved, but students feel safe while at school (90th percentile). Attendance rates have held relatively steady, with slight improvements in Special Education and Foster Youth subgroups. Graduation rates for all students have improved almost 3%, but more work can be focused on underserved populations. Suspensions and expulsions continue to be low across all students and identified subgroups. Lastly, an increase in 9th and 10th grade credit attainment was seen across the board, with significant gains made in identified subgroups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences total 1.9 million and are attributed to the addition of benefit cost to this goal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

SUHSD is in differentiated assistance for Pacific Islander subgroup. Graduation, Suspension, and Expulsion Rates have been examined with Administrative Vice Principal groups this year, and plan to continue that process into 2018-19. Additionally, data for Graduation, Suspension, and Expulsion Rates were pulled from the California Department of Education's DataQuest site. The SUHSD Dashboard is no longer used for this purpose. The CA Health Kids Survey was not administered to SUHSD students this year, instead the Panorama Survey was utilized. This action as well as the metrics for the survey are reflected in the 2018-19 Goals, Actions and Services section of Goal 6.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 8

Foster youth will have access to academic resources and supports on at least an equal basis as other students, and their educational outcomes will mirror that of the general population.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Enrollment Numbers of FY **17-18** 100% enrolled promptly and appropriately Enrollment Numbers of FY **Baseline** 100%	100% of the FY students enrolling for the first time in our district were enrolled promptly and appropriately.
Metric/Indicator Number of School Records forwarded/requested within 2 business days **17-18** 100% of foster youth's records are transferred within 2 business days from date of enrollment/transfer Number of School Records forwarded/requested within 2 business days **Baseline** 100%	Within our control, 100% of foster youth's records are transferred within 2 business days from date of enrollment/transfer.
Metric/Indicator Type of Support Services accessed by FY	The following is a list of services foster youth requested, received and/or accessed at at least one of our school sites:

Expected	Actual

17-18
Establish Baseline Type of Support Services accessed by FY

Baseline
Identify and track services accessed by foster youth throughout the year

District-wide Services (Title I)
- Bus Pass
- Free/Reduce Meal Plan
- Tutoring

Site Level (Mental Wellness)
- Group Counseling Services
- Therapy sessions
- One-to-one sessions

PTSA Sponsor
- School Supplies
- Gift Cards (food/personal items)

Metric/Indicator
Percent of teachers, administrators and key personnel receiving Professional Development on FY needs

17-18
100% of Administrators
Establish baseline for percent of teachers and other key personnel trained
Percent of teachers, administrators and key personnel receiving Professional Development on FY needs

Baseline
Establish baseline

We were unable to effectively collect data with respect to percent of administrators receiving training specifically on FY needs. Moving forward, while we plan to continue offering and/or supporting staff to participate in professional development specific to FY needs, this metric will no longer be measured.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Identify staff to support implementation of systems and protocols that will result in the desired outcomes.	1.1 100% of the sites have an Administrative Vice Principal as the contact for Foster Youth issues/concerns. In addition, they	1.1 $45,000 (Coordinator & .1 FTE) 1.1 General Fund $30,000; Title I	1.1 FY Coordinator Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30000

1.2 Refine district protocol to ensure that as students transfer in, they are: • promptly enrolled • placed in appropriate classes • provided with list of services available on campus and districtwide 1.3 Establish partnership (MOU) with outside agencies such as the San Mateo County Office of Education, Social Services, etc: to identify ways to best support transferring foster youth: • clear process for notifying key people/parties when a student is transferring in and out of our district • for students transferring out, establish a process to ensure district is informed with plenty of time in order to produce check out grades and award appropriate credit 1.4 Develop and provide comprehensive training and resources for foster youth specific staff at the school site and district level, as well as more generalized professional development opportunities for all educators and administrators on foster care and/or the impact of trauma on learning.	have identified a classified staff to assist with the overall management of services provided such as monthly bus passes. In addition, some of the sites have identified and/or charged a certificated person to provided ongoing support in the areas of progress monitoring, academics and/or mental wellness. Such certificated personnel consist of a site counselor and/or Wellness Coordinator. 1.2 Identified the need to review the district protocols when it comes to identifying, enrolling, and supporting Foster Youth annually with site contacts, and remind them to review process with own staff. (No Cost) 1.3 Communication was improved and streamlined with the San Mateo County Office of Education/Social Services which resulted in prompt notification of new cases and/or updates on existing cases. County personnel established a process for requesting school records for the purpose of analyzing and monitoring student progress on an ongoing basis. All this was done without the need of a MOU. (No Cost) 1.4 Provided Trauma Informed training for all educators during the annual district-wide professional development day in January of 2018. 100% of the school	$15,000 1.1 Salaries/Benefits Obj. codes 1321, 3000 1000-1999: Certificated Personnel Salaries	
		1.1 $45,000 (Coordinator & .1 FTE) 1.1 General Fund $30,000; Title I $15,000 1.1 Salaries/Benefits Obj. codes 1321, 3000 3000-3999: Employee Benefits	1.1 FY Coordinator Support 3000-3999: Employee Benefits Title I 15000
		1.3 $2,500 1.4 $4,500 1.5 $8,500 1.6 none 1.3 - 1.6 Supplemental Concentration Grant 1.3 - 1.6 Consultant, Conferences, Timesheet Object codes 5807, 5205 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration	1.2 - 1.3 No Cost 0
		1.3 $2,500 1.4 $4,500 1.5 $8,500 1.6 none 1.7 $25,000 1.3 - 1.6 Supplemental Concentration Grant 1.7 Title I	1.4 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3000

1.5 Continue to participate in meetings/events related to foster youth:
- SMCOE Foster Youth Administrative Council
- SMCOE Foster Youth District Liaisons Meetings
- CA Foster Youth Education Summit (1 admin and 1 staff from each site and district office - total 10 people)

1.6 Implement Foster Focus (data management system for foster youth) district-wide and train site Administrators overseeing foster youth on how to use it.

1.7 Continue to refine protocols for supporting students placed in residential homes temporarily with transportation to and from school

academic counselors and college and career coordinators participated the all day training, while another 30 to 40 certificated staff participated in a 2 hour session. Site personnel were encouraged to participate in free webinars such as Step by Step Guide to Complete the Free Application for Federal Student Aid (FAFSA) for Foster Youth and Trauma Informed Care. Additional workshops key staff has attended include: Transitional Age Youth Summit, San Mateo County (SMC) Mental Health Collaborative, RFA Conversion Meeting for Foster Families.

1.5 The district Attendance/Wellness Coordinator attend all the Foster Youth meetings held at the San Mateo County Office of Education. (No Cost)

1.6 The county office is still exploring various data management systems for tracking of Foster Youth. No system was selected this year.

1.7 The Attendance/Wellness Coordinator continued to collaborate and maintained the lines of communications with district staff and site level personnel ensuring Foster Youth identified were well supported.

1.3 - 1.6 Consultant, Conferences, Timesheet Object codes 5807, 5205
1.7 Transportation/bus passes Object code 5834
5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration

1.5 Foster Youth Meeting Partici 0

1.6 Data Management System 0

1.7 Attendance/Wellness Coordinator 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the actions/services identified in this goal were implemented. Some actions/services were implemented as planned while other were modified to ensure the intention and spirit of the action was achieved. With respect to professional development on the needs of FY, the District offered the local training/sessions during its district-wide release days. The sessions included mental health intensive groups and trauma informed practices. Both were well received by district and site level staff and administrators.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The established practice of having a site level contact for foster youth, continues to be an important component of the District's protocol for effectively serving our foster youth. The communication around serving foster youth between the District Office and sites has increased and continues to improve. The professional development opportunities that were provided by district staff, mainly the Wellness Coordinator, were well received. Over 200 staff members, certificated and classified, participated in at least one of the two trainings. At the District level, the addition of the Director of Student Services to the homeless and foster youth team was invaluable, as his support led to enhanced services and increased professional development. In addition, the collaboration amongst key partners from the county and neighboring districts resulted in a combined meeting that improved communication practices and set a precedent for future meetings and continued collaboration.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between the budgeted and actual expenditures was that some of the collaboration work with partners was done free of charge and professional development opportunities offered were hosted by the district. This reduced the cost of any services resulting from these two actions/services. An additional expense that did not happen was the data management system. The intent was to implement one, and we did not. Finally, this year, the state foster youth conference happened during the District's spring break, made it hard for district staff to attend. Corrections were made to the update that address dollar amount omissions and benefit omissions that were not included within the original LCAP for 17/18.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

For the 2018-19 school year, we plan on continuing with the actions/services that were successful as well as offer those that we were unable to implement as planned. In addition, we added one more action item that is specific to foster youth: we will still work with the county office in identifying a data management system to track foster youth, and we will also work on expanding the professional development opportunities locally. In addition, we will research additional conferences/trainings outside the county that might be beneficial for us to advertise to our staff and send teacher to experience them. As noted in the metrics, going forward we will measure the effectiveness of the professional development opportunities provided/supported by the percent of staff, teachers, and/or administrators that participate. Finally, moving forward, the services for FY will now be reflected in Goal 7 and some actions/services originally noted under Action 1 will now appear in Action 2.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

This year's stakeholder involvement in the process of the LCAP and Annual Update included more events and more input than any prior year. Please read through the below to understand our involvement process.

LCAP Organization Team:

SUHSD established a District LCAP Team to support the implementation and monitoring of the 2017-18 LCAP Goals as well as collaborate in formulating data and stakeholder input into the 2018-19 LCAP. The team consisted of three assistant superintendents, directors and coordinators from different departments such as the Administrative Services, Educational Services, Student Services, and Human Resources. The district team met a total of eight times throughout the school year. The district team was responsible for monitoring the implementation and progress of the current year's LCAP goals, planning stakeholder engagement activities, reviewing and analyzing data and collaborating in the development of the 2017-18 LCAP. It was this team who was charged with ensuring stakeholder comments, questions and/or concerns were addressed throughout the year as well as in the new LCAP goals, actions and services. The LCAP Team met on the following dates:
* February 14, 2018
* February 28, 2018
* March 14, 2018
* March 26, 2018
* April 25, 2018

LCAP Advisory Team:

Performance data and stakeholder input were used in the crafting of goals and expectations. Once surveys and community engagement meetings were under way and results were starting to form, the LCAP Advisory Committee gave regular input on the Organization Team's progress. Comprised of the District's ELAC, PTSA and Foundation Presidents, two Board Members, the Superintendent and Community Stakeholders, the LCAP Advisory Team gave input on the Organization Team's process and progress. Meetings with the LCAP Advisory Team took place on the following dates:

* October 23, 2017
* January 29, 2018
* February 26, 2018
* March 26, 2018
* April 23, 2018
* May 21, 2018

Parents, Staff and Students Surveys:

In an effort to increase significantly our parent, staff and student involvement, this year the District contracted the services of Panorama Survey Company. Correlating but group specific questions were chosen from Panorama's norm tested, LCAP specific question chunks. With the help of parent advisories and principals, the District then added in some additional questions. The survey was available in both English and Spanish and could be taken on paper, a computer, tablet, or a phone. The surveys were open from December 1st through February 5th and were completed by:
* 7,022 students
* 725 staff members
* 2,435 parents/guardians

Community Engagement Meetings:

Over the course of the winter, the District hosted six community engagement events: one at each of the District's school sites. Each community engagement event had over 50 participants, and present at each engagement event were classified employees, certificated employees, administrators, community members, board members and students. Materials for input were provided in Spanish and English and translators were available at each event. After a brief presentation on the District's Strategic Plan and LCAP Goals, the remainder of each evening was dedicated to tables of stakeholders discussing where they'd like to see the District headed in its preparation of students. Meetings happened on the following dates:
* December 5, 2017 - Sequoia High School
* December 7, 2017 - Carlmont High School
* January 11, 2018 - East Palo Alto Academy
* February 7, 2018 - Woodside High School
* February 8, 2018 - Menlo-Atherton High School
* February 27, 2018 - Redwood High School

School Site Councils, Certificated Bargaining Unit, DLAC Meetings and Online Feedback:

In addition to gathering broad input from our general parent, student and staff constituents, the District worked specifically with leadership groups to glean more in depth feedback for the LCAP's development.   Site SSC and SDMSC meetings, which are composed of parents, students, teacher, school personnel and the principal, were one of these vehicles. As part of the site plan creation process, sites align their school goals with the LCAP goals of the District. During this process both sets of goals inform each other. Final approval of Site Plans by the School Site Council happens once the SSCs have given input on the LCAP and used it to inform their site goals. In addition, the LCAP Organization Team met with the Certificated Bargaining Unit, Sequoia Union High School District Teacher's Association (SDTA) to glean their suggestions for the LCAP's goals and corresponding actions. SDTA's President sent out the proposed goals and actions to the Association's leadership ahead of the meeting, which resulted in time for site leaders who could not make the meeting to send their feedback, and allowed everyone to be familiar with the materials prior to the SDTA/LCAP Organization Team discussion. 12 members of SDTA leadership were at the meeting, representing all of the District's LCAP site. In the autumn, DELAC was given an overview of the LCAP process, similar to the one presented to the Board. At a spring meeting, once the LCAP draft was translated into Spanish, DELAC reviewed the plan and gave input to the Superintendent who attended the meeting.   The draft of the LCAP, in both English and Spanish was posted on the District website for a month-and-a-half, along with a link for leaving additional LCAP feedback and to ask questions. The superintendent responded to all questions received. What follows are the dates of the above activities:
* May 14, 2018 - Carlmont School Site Council
* April 26, 2018 - East Palo Alto Academy School Site Council
* May 14, 2018 - Menlo-Atherton School Site Council
* May 16, 2018 - Redwood School Site Council
* May 15, 2018 - Sequoia School Site Council
* May 14, 2018 - Woodside School Site Council
* April 30, 2018 - Sequoia Union High School District's Teacher's Association
* October 24, 2017 - DELAC
* May 22, 2018 - DELAC
* May - June, 2018 - Online Input

Board Presentations:

From the developing of survey questions, to the approving of the final draft, the Board and anyone in Board Meeting attendance has received regular updates on the LCAP process and progress. Dates of presentations and study sessions are as follows:
* October 11, 2017 - 2017-18 Sequoia Union High School District Proposed LCAP Creation Process
* December 6, 2017 - Community Engagement and Survey Plans
* January 31, 2018 - LCAP Process Progress Update
* February 28, 2018 - Community Engagement and Survey Results Data Update
* March 7, 2018 - Community Engagement and Survey Result Trends
* April 4, 2018 - LCAP Proposed Goals and Corresponding Action Items
* April 18, 2018 - LCAP Board Study Session

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

We were pleased that, across stakeholder groups, there were some very clear common areas for growth: student engagement; staff development in technology and depth of knowledge, and parent participation. The impact of these themes of feedback across our multiple consultations can be seen in our LCAP. For student engagement, the most common actions requested were: more CTE offerings, more integration of meaningful technology, more student collaboration and project based learning. In the area of staff development, we again saw the desire for more integration of meaningful technology, training for teachers on how to facilitate student collaboration and project based learning, as well as how to help students communicate with each other on deeper levels of understanding. Coupled with the expansion of the District's one-to-one program is increased staff development on how to meaningfully integrate technology into curriculum. Parents lauded the District for its accessibility and opportunities to participate, but felt the greatest area for growth was in getting parents to take advantage of these opportunities. While the LCAP celebrates the fact that our stakeholders find the District welcoming, it also incorporates strategies for increasing parent engagement.

As a result of the input gathered the following modifications, additions or deletions were incorporated into the 2018-19 LCAP:

Goal 2: (Modified Goal) Provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration.
Action 1: Increase seventh class elective (more CTE courses)
Action 2: Provide technology training that supports the PD focus areas

Goal 3: Promote a welcoming environment where parents/guardians and community members are encouraged to partake and give input in school/district decision making and the progress being made by their own child as well as all students in general.
Action 1: Assist sites in developing and implementing a site parent engagement plan that addresses and supports sites' needs as identified in their WASC/SPSA and also aligns with LCAP goals.

Goal 5: (Modified Goal) Graduate students who are college and career ready.
Action 1.5: Increase the number of dual enrollment courses offered to District students
Action 1.7: Work towards all students having access to appropriate technology tools that enhance richer levels of learning
Action 1.8: Staff a Small School Executive Director of Innovation to faciliate ingenuity in course offerings, school design and student engagement

Action 1.10: Open TIDE Academy with a schedule that will ensure students garduate high school with 15+ units of college credit completed and a CTE pathway

Goal 6: (Modified Goal) Promote a positive and personalized environment that will result in students maintaining positive behavior and engaging in their educational experiences.
Action 3: Support dual enrollment options for SUHSD students, to include Adult School

In addition, Goals 5 and 6 from 2017-18 were combined. The goal, actions and services are now reflected in the 2018-19 Goal 5. This changed modified the numbering of the two remaining goals. The 2017-18 Goal 7 and 8 are now Goal 6 and 7 in the 2018-19 LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Basic Services:
Continue to hire the most highly qualified teachers for openings in the District, while seeking to increase the number of teachers who reflect demographically the students we serve.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

The district will recruit and hire highly qualified teachers and will recruit and hire certificated staff members who reflect demographically the overall student population.

Percent of teachers by ethnicity:

2017 - 2018 All Teachers - Total 631

African American = 20 (3.2%)
Asian = 18 (2.9%)
Chinese = 25 (4.0%)
Filipino = 12 (1.9%)
Hispanic / Latino = 100 (15.8%)
Japanese = 5 (.8%)
Korean = 6 (1.0%)
Pacific Islander = 1 (.2%)
Samoan = 1 (.2%)
Vietnamese = 6 (1.0%)

White (non-Hispanic) = 437 (69.3%)

2016 - 2017 Percent Student Ethnicity - Total 9,911

African American 2.6%
Native American .4%
Asian 7.2%
Filipino 1.6%
Latino 46.2%
Pacific Islander 2.4%
White 35.5%
Two or More Races 3.5%
Not Reported .6%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of highly qualified teachers	100%	Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which that they are assigned Percent of highly qualified teachers	Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which that they are assigned	Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which that they are assigned
Number of teachers teaching in subject areas without appropriate credential	0 - Number of teachers teaching in subject areas without appropriate credential	0 - Number of teachers teaching in subject areas without appropriate credential	0 - Number of teachers teaching in subject areas without appropriate credential	0 - Number of teachers teaching in subject areas without appropriate credential
Demographic breakdown of all teachers hired during current school year.	2016-17 Teacher Hires - Total 82 • African Amer. 2 (2.4%) • Latino 18 (22%)	Demonstrate an increase in the percent of teachers hired the previous year that reflect the overall student	Demonstrate an increase in the percent of teachers hired in underrepresented groups the previous	Demonstrate an increase in the percent of teachers hired the previous year that reflect the overall student

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Demonstrate an increase in the percent of teachers in underrepresented groups hired the previous year that reflect the overall student demographics (as per Data Quest).	- Asian 7 (8.5%) - Filipino 1 (1.2%) - Pacific Islander 0 (0%) - White (Non Hispanic Origin) 54 (65.9%) 2016-17 TIPS Teacher Demographics - African Amer. 2% - Latino 28% - Asian 8% - Multiracial 5% - Indian 2% - White 55%	demographics (as per Data Quest). Ethnicity New Teacher District Demographics White- Non HIspanic 35% HIspanic / Latino > 22% > 46% African American > 2.5% > 3% Filipino, Pacific Islander > 1% > 4% 2017 - 2018: Eliminate TIPS Teacher Demographics since it is included in total teacher hires. Add the following student demographics to baseline data: 2016 - 2017 Add Student Ethnicity - Total 9,911 African American 2.6% Native American .4% Asian 7.2% Filipino 1.6% Latino 46.2% Pacific Islander 2.4% White 35.5% Two or More Races 3.5% Not Reported .6%	year that reflect the overall student demographics (as per Data Quest). Ethnicity New Teacher HIspanic / Latino 25% African American 2.6% Filipino, Pacific Islander 1.5%	demographics (as per Data Quest). Ethnicity New Teacher HIspanic / Latino 28% African American 2.6% Filipino, Pacific Islander 2.0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of new teachers participating in PD programs	Total New Teacher participation in PD 39 (48% of total new teachers hired and 91% of teachers in TIPS program) • 4 in cohorts • 35 in Instructional Strategy PD	Demonstrate an increase of the number/percent of new teachers participating in PD program as referenced by the previous year. At minimum: Total New Teachers: 60% TIPS Teachers: 100% Number of new teachers participating in PD programs	Total New Teachers: 75% TIPS Teachers: 100%	Total New Teachers: 80% TIPS Teachers: 100%
Number of teachers completing TIPS Program with the District	2016-17 TIPS Program Numbers: 43 Year I and II Combined	100% Number of teachers completing TIPS Program with the District	100%	100%
Number of teachers teaching ELD also certified to teach ELA/ELD	100%	Maintain 100% Number of teachers teaching ELD also certified to teach ELA/ELD	Maintain 100% of teachers assigned to ELA/ELD are appropriately credentialed.	Maintain 100% of teachers assigned to ELA/ELD are appropriately credentialed.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 District based program ensures that 100% of the teachers hired/recruited/retained are highly qualified and are credentialed to teach in their assigned subject area. Ensure 100% of teachers teaching ELD have appropriate credentials and are highlight to teach both ELD and ELA courses.	1.1 District based program ensures that 100% of the teachers hired/recruited/retained are highly qualified and are credentialed to teach in their assigned subject area. Ensure 100% of teachers teaching ELD have appropriate credentials and are highlight to teach both ELD and ELA courses.	1.1 District based program ensures that 100% of the teachers hired/recruited/retained are highly qualified and are credentialed to teach in their assigned subject area. Ensure 100% of teachers teaching ELD have appropriate credentials and are highlight to teach both ELD and ELA courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	62,246,661	63,180,361	64,128,066
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000	1000-1999: Certificated Personnel Salaries 1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000	1000-1999: Certificated Personnel Salaries 1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000
Amount		13,943,906	14,775,106
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits 1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000	3000-3999: Employee Benefits 1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Attend job fairs throughout Bay Area as well as Northern CA as needed and participate in outreach programs with local colleges and universities (i.e. Stanford University Mock Interviews) 2.2 Explore and identify alternative means to attract teachers who reflect the District's student demographics 2.3 Provide timely feedback to school sites regarding credentialing for new hires 2.4 Conduct annual audit of teacher assignments and credentialing 2.5 Increase participation in "Developing Our Own" program.	2.1 Attend job fairs throughout Bay Area as well as Northern CA as needed and participate in outreach programs with local colleges and universities 2.2 Explore and identify alternative means to attract teachers who reflect the District's student demographics 2.3 Provide timely feedback to school sites regarding credentialing for new hires 2.4 Conduct annual audit of teacher assignments and credentialing 2.5 Increase participation in "Developing Our Own" program.	2.1 Attend job fairs throughout Bay Area as well as Northern CA as needed and participate in outreach programs with local colleges and universities 2.2 Explore and identify alternative means to attract teachers who reflect the District's student demographics 2.3 Provide timely feedback to school sites regarding credentialing for new hires 2.4 Conduct annual audit of teacher assignments and credentialing 2.5 Increase participation in "Developing Our Own" program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	Base	Base	Base
Budget Reference	2.1-2.4 Obj. Code 1906,3000,4351,5204,5205,5711	1000-1999: Certificated Personnel Salaries 2.1 - 2.4 Obj. Code 1906, 3000, 4351, 5204, 5205, 5711	1000-1999: Certificated Personnel Salaries 2.1 - 2.4 Obj. Code 1906, 3000, 4351, 5204, 5205, 5711

Source	Base	
Budget Reference	4000-4999: Books And Supplies	
Amount	$122,300	
Source	Other	
Budget Reference	5000-5999: Services And Other Operating Expenditures	
Source	Base	
Budget Reference	5700-5799: Transfers Of Direct Costs	
Amount		$122,300	$122,300
Source	Base	Other	Other
Budget Reference	3000-3999: Employee Benefits	5000-5999: Services And Other Operating Expenditures Local Grants and Donations 2.5 Obj. Code 5205	5000-5999: Services And Other Operating Expenditures Local Grants and Donations 2.5 Obj. Code 5205

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Identify means by which to support all teachers, and especially probationary teachers who reflect demographically our student population. (i.e. mentoring, after school PD, conferences, etc.) 3.2 Provide training for administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in efforts to increase teacher retention rate.	3.1 Identify means by which to support all teachers, and especially probationary teachers who reflect demographically our student population. (i.e. mentoring, after school PD, conferences, etc.) 3.2 Provide training for administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in efforts to increase teacher retention rate.	3.1 Identify means by which to support all teachers, and especially probationary teachers who reflect demographically our student population. (i.e. mentoring, after school PD, conferences, etc.) 3.2 Provide training for administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in efforts to increase teacher retention rate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,150	$10,302
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 3.1 - 3.2 Obj. Code 1906, 3000,5205,5807	1000-1999: Certificated Personnel Salaries 3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807	1000-1999: Certificated Personnel Salaries 3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807
Amount		$2,240	$2,374
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits 3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807	3000-3999: Employee Benefits 3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807

Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures		
Source	Supplemental and Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures		

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

SUHSD will provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Implementation of CCSS (math and English), literacy standards (science, social studies, and technical subjects), ELD standards and NGSS.

Support for all students (English Learners, Students with Disabilities) to access Common Core standards through high quality, research-based strategies and to be successful on CAASPP tests and demonstrate mastery of material.

More support for Long Term English Learners to access material and meet standards

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students with access to standards-aligned instructional curriculum	100%	100% Percent of students with access to standards-aligned instructional curriculum	100% Percent of students with access to standards-aligned instructional curriculum	100% Percent of students with access to standards-aligned instructional curriculum

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students meeting or exceeding Standards: ELA and Math Scores on CAASPP tests	CAASPP Scores 15-16: • ELA- 59% Met or Exceeded Standards • Math- 46% Meet or Exceeded Standards	Increase the CAASPP scores in ELA and Math by 3% from 2016-17 baseline: • ELA- from 71.31% - 74.31% • Math- from 51.47% - 54.47% Percent of students meeting or exceeding Standards: ELA and Math Scores on CAASPP tests	Increase the CAASPP scores in ELA and Math by 6% from base line: • ELA- 77.31% • Math- 57.47%	Increase the CAASPP scores in ELA and Math by 9% from baseline: • ELA- 80.31% • Math- 60.47%
Percent of Core Subject Area Teachers observed using CCSS curriculum and/or CCSS strategies as measured by district Walk-through Tool Kick-up	Establish baseline of number of teachers observed at each school site and percent implementing CCSS curriculum and/or strategies	Minimally - 60% of core teachers observed demonstrate consistent use of CCSS curriculum and strategies. Percent of Core Subject Area Teachers observed using CCSS curriculum and/or CCSS strategies as measured by district Walk-through Tool Kick-up	Minimally - 70% of core teachers observed demonstrate consistent use of CCSS curriculum and strategies.	Minimally - 80% of core teachers observed demonstrate consistent use of CCSS curriculum and strategies.
SBAC- ELA & Math (11th Grade EL's in country 1+ years)	ELA- English Learners: • Met/Exceeded: 6% • Nearly Met: 26% Mathematics (Math):	Increase percent of English Learners nearly meeting, meeting and/or exceeding standards ELA-:	Increase percent of English Learners nearly meeting, meeting and/or exceeding standards ELA-:	Increase percent of English Learners nearly meeting, meeting and/or exceeding standards ELA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Met/Exceeded: 5% • Nearly Met: 9%	• Met/Exceeded: 10% • Nearly Met: 30% Mathematics (Math): • Met/Exceeded: 15% • Nearly Met: 20% SBAC-ELA & Math (11th Grade EL's in country 1+ years)	• Met/Exceeded: 20% • Nearly Met: 35% Mathematics (Math): • Met/Exceeded: 35% • Nearly Met: 25%	• Met/Exceeded: 30% • Nearly Met: 40% Mathematics (Math): • Met/Exceeded: 40% • Nearly Met: 30%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 The district will implement CCSS curriculum and strategies through district-created curricular units available to all teachers and through the adoption of appropriate instructional materials for subject areas • English 100% implementation of common units and CCSS standards • Math: Algebra I, Geometry, and Algebra II 100% implementation of new texts • Science: 100% of teachers will implement at least one NGSS unit • Social Studies: 75% of teachers will implement literacy standards	1.1 Select, create, and support implementation of curricular materials aligned to CCSS, CA HSS Framework, ELD Standards, and NGSS • Provide English and Math lead teachers to focus on Common Core implementation. • . Expand NGSS units, course alignment and curriculum materials	1.1 The district will implement CCSS curriculum and strategies through district-created curricular units available to all teachers and through the adoption of appropriate instructional materials for subject areas

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$604,000	$238,000	$604,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1.1 Obj. Code 1101, 3000	1000-1999: Certificated Personnel Salaries English and math lead salaries, substitutes, extra hours pay: $238,000	1000-1999: Certificated Personnel Salaries
Amount		$48,124	$133,303
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits English and math lead salaries, substitutes,	3000-3999: Employee Benefits
Amount		$1,612,946	
Source		Base	
Budget Reference		4000-4999: Books And Supplies Textbook adoption, social science; curricular materials for intervention/support classes: $1,612,946.	
Amount		$71,250	
Source		Base	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Contracts	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

<div align="center">**OR**</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 To support implementation of CCSS curriculum and strategies: • Continue to fund instructional coaches • Train coaches in all district-wide initiatives • Coaches will support teachers in choosing materials or creating and implementing CCSS and NGSS curriculum	2.1 Increase rigor in instruction and assessments; increase student engagement: • Continue fund instructional coaches to include the technology coach formerly identified in 2017-18 action 4 below). • Assign instructional coaches to perform lesson studies in the PD focus areas • Provide technology training that supports the PD focus	2.1 To support implementation of CCSS curriculum and strategies: • Continue to fund instructional coaches • Coaches will support teachers in choosing materials or creating and implementing CCSS and NGSS curriculum • Coaches will focus on implementing curriculum and strategies

	areas	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	557,000	$871,500	$557,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2.1 Obj. Code 1901, 3000	1000-1999: Certificated Personnel Salaries 2.1 0.6 of Director of PD/Curriculum salary, 4.2 Instructional Coaches Salary, 1.0 Technology instructional coach salary, extra hours pay, substitutes	1000-1999: Certificated Personnel Salaries 2.1 0.6 of Director of PD/Curriculum salary, 4.2 Instructional Coaches Salary, 1.0 Technology instructional coach salary, extra hours pay, substitutes
Amount		$176,217	$122,930
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		$74,000	$69,000
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies Materials and Supplies:	4000-4999: Books And Supplies Materials and Supplies: $69,000
Amount		$110,000	$110,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Contracts and conferences:	5000-5999: Services And Other Operating Expenditures Contracts and conferences: $110,000

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

3.1 Implement EL Achieve's program, "Constructing Meaning" to assist Long Term English Learners
- Train a minimum of 50 teachers
- Train 100% instructional coaches
- Send coaches, teachers and administrators to at least one

Leadership Institute (6 staff members minimum)

2018-19 Actions/Services

Expand training and implementation of integrated ELD strategies including contract with EL Achieve for professional development and leadership training; supplies and materials; 1.0 FTE Instructional Coach position; sub pay; and certificated extra hours pay

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$78,300	$100,000
Source	Supplemental and Concentration	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 3.1 Consultant: $45,000, Substitutes: $38,000, Materials $15,000- Supplemental Concentration Grant 3.1 Obj. Code 1121, 3000, 4351, 5813	1000-1999: Certificated Personnel Salaries 3.1 Instructional coach and leadership salary and stipends: Substitutes:	1000-1999: Certificated Personnel Salaries 3.1 Instructional coach and leadership salary and stipends: Substitutes:
Amount		$112,901	$45,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	$15,000	$38,000	$38,000
Source	Supplemental and Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Materials and supplies:	4000-4999: Books And Supplies materials & supplies
Amount		$15,832	$22,070
Source	Supplemental and Concentration	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All		All Schools

<div align="center">**OR**</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 Increase rigor in CCSS curriculum and assessments: • Train at least 50% of staff on Webb's Depth of Knowledge (DOK) • Train at least 30% of staff on School City with assessment banks 4.2 Hire a .6 Instructional Technology Coach to work with at least 25% of staff to help them to create assessments to use in CCSS units	4.1 and 4.2 are embedded in the modified Action 2 above of this goal. The actions themselves are no longer exclusive of the overall professional development plan and hiring of coaches.	4.1 and 4.2 are embedded in the modified Action 2 of this goal above. The actions themselves are no longer exclusive of the overall professional development plan and hiring of coaches.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$120,000	0	0
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries 4.1 Obj. Code 1901,3000 4.2 Obj Code 1901,3000		

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Parent Engagement:
All schools will promote a welcoming environment where parents/guardians and community members are encouraged to partake and give input in school/district decision making and the progress being made by their own child as well as all students in general.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

On this year's Panorama survey, parents and guardians highest scores went to their experience that SUHSD is welcoming of them and provides many opportunities to be involved. However, they schored themselves the lowest on how much they actually choose to get involved.   To that end, this goal focuses on getting families to partake and give input in school/district decision making and the progress being made by their own child as well as all students in general.

Family-School Relationship Survey Results
* Barriers to Engagement - Factors that can create challenges for families to interact with or become involved with their child's school - 4.3 / 5.0 (The school provides many opportunities)
* Family Engagement - The degree to which families become involved with and interact with their child's school - 2.3 / 5.0 (Families do not get involved)
* School Climate - Perceptions of the overall social and learning climate of the school - 3.7 / 5.0 (Parents perception is to some degree neutral)
* School Safety - Perception of student physical and psychological safety at school - 4.0 / 5.0 (Parents perception is somewhat high)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Functioning English Language Advisory Committees (ELAC)	100% of ELAC are established and ELAC members are trained on their role and responsibilities	100% of school sites promote and recruit new parent ELAC membership and train members on their roles and responsibilities as the English Language Advisory Committees (ELAC)	100% of school sites promote and recruit new parent ELAC membership and train members on their roles and responsibilities as the English Language Advisory Committees (ELAC)	100% of school sites promote and recruit new parent ELAC membership and train members on their roles and responsibilities as the English Language Advisory Committees (ELAC)
Number of parent meetings/events for all parents coordinated by Parent Teacher Student Association (PTSA) and ELAC	Number of events/meetings held at each school site- establish baseline	1 event at each school site	Maintain	Maintain
Participation rates of parents of unduplicated students- site events	Number of parents of unduplicated students attending school meetings along with number of events they attended	Baseline was not established. Unable to track data with current measurement tool. This will not continue to be a metric. The Family School Relations survey will replace it.		
Parent Project Offerings and participation	Parent participation rates and number of sessions offered: - 2016-17 School year: 118 parents and 5 schools	Increase overall parent participation by 10% (130 parents), increase participation from Redwood to 10 parents, and at least 3 from Carlmont	Increase overall parent participation by 20% (140 parents) %, and 100% of the schools are represented	Increase overall parent participation by 25% (150 parents)%, and 100% participation from all the schools

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Representation of parents of unduplicated students in leadership committees (School Site Council, Shared Decision Making Committee, English Learner Advisory Committee)	Establish Baseline	At least one parent of EL students	At least one parent of EL students	At least one parent of EL students
Panorama Family Relationships Survey: Barriers to Engagement District - Mean Score Family Engagement District - Mean Score	2017 -18 Panorama Family Relationships Survey Results: Barriers to Engagement - 4.3 / 5 Family Engagement- 2.3 / 5		Barriers to Engagement - 3 / 5 Family Engagement- 3.5 / 5	Barriers to Engagement - 2 / 5 Family Engagement - 4.5 / 5

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Continue to support a District Parent Coordinator to ensure a wealth of engagement and educational opportunities are available for all parents, with services principally directed to parents/guardians of English Learners, Foster Youth and/or Homeless. 1.2 District Parent Coordinator will facilitate/coordinate district-wide events/meetings such as: • Facilitate, support, assist District Parent Events: DELAC; 9th Transitional Meetings; Compass Parent Meetings; LCAP Parent Presentations; Migrant Parent Workshops; Migrant Parent Advisory Committee • Support implementation of LEA Plan and LCAP goals	1.1 Support sites in their efforts to increase/improve services principally directed to parents/guardians of ELs and unduplicated students by: • Allocating funds for site Bilingual Parent Liaisons (BPL) • Revising and aligning roles and responsibilities of BPL and BRT • Monitoring the implementation of federal/state mandates and categorical funded parent services (i.e. ELAC, Parent Involvement Site Policy, Title I and Title III services, etc.) 1.2 Fund personnel at the district level to provide direct services to parents/guardians of students participating in the Migrant Education Program and/or receiving Title I funded services.	1.1 Support sites in their efforts to increase/improve services principally directed to parents/guardians of ELs and unduplicated students by: • Allocating funds for site Bilingual Parent Liaisons (BPL) • Revising and aligning roles and responsibilities of BPL and BRT • Monitoring the implementation of federal/state mandates and categorical funded parent services (i.e. ELAC, Parent Involvement Site Policy, Title I and Title III services, etc.) 1.2 Fund personnel at the district level to provide direct services to parents/guardians of students participating in the Migrant Education Program and/or receiving Title I funded services.

- Function as the district's Migrant Advocate/Parent Contact,

provide Migrant Parent Workshops and facilitate Migrant

Parent Advisory Committee Meetings

- Attend monthly meetings with PTSA Presidents and District

Superintendent

1.3 District Parent Coordinator will facilitate monthly Site Bilingual Parent Liaison Meetings for the purpose of supporting with the following:

- Establishment of site ELACs and the training of ELAC

members

- Planning of combined PTSA/ELAC events (at least one)

Sharing relevant information from monthly meeting with

PTSA Presidents and District Superintendent

1.3 Assist sites in developing and implementing a site parent engagement plan that addresses and supports sites' needs as identified in their WASC/SPSA and also aligns with LCAP goals. Plan is to include all of that describe below and be inclusive of state/federal mandates such as ELAC, SSC, PTSA, etc.

Contents of Parent Engagement Plan:
- Needs assessment
- Data
- Goals
- Actions/services
- Timeline
- Budget/funding source
- Person(s) responsible

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	90,000	$450,000	$456,750
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 1.1 Salary/Benefits: $22,500- Migrant, $18,000- Title I, $49,500 Supplemental Concentration Grant 1.1 Obj. Code 2910, 3000	2000-2999: Classified Personnel Salaries 1.1 Bilingual Parent Liasions	2000-2999: Classified Personnel Salaries
Amount		$60,000	$60,900
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries 1.2 District Level support for Migrant/Unduplicated Students	1000-1999: Certificated Personnel Salaries
Amount	30,000	$127,080	$141,318
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.2 Materials/Supplies: $30,000- Supplemental Concentration Grant 1.2 Obj. Code 4351, 4352, 5711 1.3 N/A	3000-3999: Employee Benefits 1.1 Bilingual Parent Liasions	4000-4999: Books And Supplies CLASSIFIED BENEFITS
Amount		$12,132	$13,441
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs	3000-3999: Employee Benefits 1.2 District Level support for Migrant/Unduplicated Students	3000-3999: Employee Benefits Certificated Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Parent Coordinator will work closely with Carlmont's Bilingual Resource Teacher to develop a plan that will ensure the following: • ELAC is established and members are trained on their role and responsibilities • Carlmont parents are made aware of, informed and invited to participate in one of the district-wide Parent Project	This action is discontinued.	

Series

- Site hosts at least one combined
  meeting/event

(PTSA/ELAC)

- School Site Council has
  representation from EL parents

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0		
Budget Reference	Included in Action 1 above of this goal.		

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Continue to support parents with parenting classes through the Parent Project. Offer two series (one in the Fall and one in the Spring) at each of the following schools • 1 Series at each school: Menlo-Atherton, Sequoia and Woodside • 1 Series for combined sites: Redwood, Carlmont and East Palo Alto Academy 3.2 Continue to contract for the SUHSD Parent Education Series	3.1 Continue to support Parent Project districtwide with site hosting two series per year. • Facilitators/Child Care-Benefits/Salary • Materials/Supplies ($50,000/Parent Project, $5,000/Compass) 3.2 Continue to contract for the SUHSD Parent Education Series	3.1 Continue to support Parent Project districtwide with site hosting two series per year. • Facilitators/Child Care-Benefits/Salary • Materials/Supplies ($50,000/Parent Project, $5,000/Compass) 3.2 Continue to contract for the SUHSD Parent Education Series

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	45,000	$38,000	$38,570
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 3.1 Materials/Supplies: $45,000-Supplemental Concentration Grant 3.1 Obj. Code 2915, 3000, 4351, 4352	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount		$12,000	$12,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		$60,000	$60,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		$10,731	$11,933
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Student Achievement - Long Term English Learners:
All English Learners will have access to grade-level curriculum, enroll in mainstream core courses, and achieve proficiency in the English language that will result in achieving Reclassified Fluent English Proficient (RFEP) status and a clear pathway to post-secondary education upon graduating from high school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

SUHSD has identified the following needs related to English Learners and state priorities 2, 4 and 5.
- Students require access to California standards-aligned instructional materials [English Language Arts (ELA) and English Language Development (ELD)]
- Students need access to a comprehensive course of study (Integrated and Designated ELD)
- English Learner students need assistance achieving :

o English proficiency as measured by state assessment: English Language Proficiency Assessment for California (ELPAC)

o Academic proficiency as measured by state assessment: California Assessment of Student Performance and Progress (CASPP)

o Reclassification as measured by district's criteria

o Graduation requirements and graduating with cohort class

Supporting data used to identify needs:
- Instruction materials currently used for ELA/ELD courses are aligned to old ELD standards and are going out of print
- There is a need to refine/revise curriculum for language acquisition in the English Support
- There is a need to refine/revise the purpose and student population served in the English Support
- There is a need to revisit/revised and/or identify an English assessment that will support one of the four reclassification criteria
- 2016 Smarter Balanced Assessment of California (SBAC) results- Achievement Gap

o English Language Arts (ELA):
- Met or Exceeded Standards: All (59%), EL in county 1+ years (6%)
- Nearly Met Standards: All (20%), ELs in country 1+ years (26%)
- Not Met Standards: All (21%), ELs in country 1+ years (68%)

o Mathematics (Math):
- Met or Exceeded Standards: All (46%), ELs in country 1+ years (5%)
- Nearly Met Standards: All (20%), EL in country 1+ years (9%)
- Not Met Standards: All (34%), EL in country 1+ years (86%)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Progress Indicator (ELPI)- State Dashboard	Spring 2017 Baseline: Color (Orange), Level (Low- 65.6%), Status Change (Maintained- 0%)	Move Up: Color (Yellow), Level (Medium- 67.0%), Status Change (Increased- 1.4%) English Language Progress Indicator (ELPI)- State Dashboard	Move Up: Color (Green), Level (Medium- 69%), Status Change (Increased- 2.0%)	Color (Green), Level (Medium- 72%), Status Change (Increased- 3.0%)
English Language Proficiency Assessment of California (ELPAC)	Spring 2018- Baseline	Increase rate making progress by 5% English Language Proficiency Assessment of California (ELPAC)	Increase rate making progress by 5%	Increase rate making progress by 5%
Percent of EL Reclassified	CDE 2016-17: 116 students- 8.1% (inclusive of charter	Increase total number of EL reclassified by 10%	Increase total number of EL reclassified by 12% (130 students)	Increase total number of EL reclassified by 15% (134 students)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	schools)- 8.2% (CA, MA, RD, SQ, WD only)	(128 students) Percent of EL Reclassified		
Percent of EL Enrolled in English Support Courses	Eng. I & II Support EL Enrollment (10.1.16): • 9th Grade 32% of all 9th grade ELs • 10th Grade 19% of all 10th grade ELs	Decrease EL Enrollment in Eng. I & II Support to: • 9th Grade 25% of all 9th grade ELs • 10th Grade 10% of all 10th grade ELs Percent of EL enrolled in English Support Courses	Decrease EL Enrollment in Eng. I & II Support to: • 9th Grade 20% of all 9th grade ELs • 10th Grade 5% of all 10th grade ELs	Decrease EL Enrollment in Eng. I & II Support to: • 9th Grade 15% of all 9th grade ELs • 10th Grade 3% of all 10th grade ELs
Percent of students Exiting Support Classes mid-year	17-18 Base Line 9th Grade - 42/97 (42.3%) 10th Grde - 10/66 (15.2%) Total Exiting English I and II Support - 52/163 (31.9%)	Baseline Established	Increase by 5% of 17-18 baseline	Increase by 10% of 17-18 baseline
SBAC- ELA & Math (11th Grade ELs in country 1+ years)	ELA- English Learners: • Met/Exceeded: 6%	ELA- English Learners: • Met/Exceeded: 10%	ELA- English Learners: • Met/Exceeded: 20%	ELA- English Learners:: • Met/Exceeded: 30%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Nearly Met: 26% Mathematics (Math): • Met/Exceeded: 5% • Nearly Met: 9%	• Nearly Met: 30% Mathematics (Math): • Met/Exceeded: 15% • Nearly Met: 20% SBAC-ELA & Math (11th Grade ELs in country 1+ years)	• Nearly Met: 35% Mathematics (Math): • Met/Exceeded: 35% • Nearly Met: 25%	• Nearly Met: 40% Mathematics (Math): • Met/Exceeded: 40% • Nearly Met: 30%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Continue to fund Bilingual Resource Teacher at each site to support with all aspect involving English Learners: Federal/State Guidelines, Identification, Placement, Assessment/Monitoring, English Language Development and Access to Core, Reclassification and RFEP Monitoring. 1.2 Provide Professional Development for ELD Teachers: • EL Achieve: Advance SysELD Institute (3-Day): Contract • Substitutes: 3 Days/12 Teachers 1.3 Offer SysELD Implementation Support (Teacher collaboration/Cohort Model) • Cohort Stipend: $1,200 p/tchr X 12 tchr • Cohort Facilitator/Coach Stipend: $1,200 X 3 • SysELD Units (6 sets of ELD Unit 1 for each ELD Level- Total 18 Units @ $275 p/unit) 1.4 Hire .4 FTE District Bilingual Resource Teacher (BRT) • ELD Curriculum Development & Assessment	1.1 Continue to support BRT. Revisit/revise current formula used to identify amount per student. 1.2 Moved to Action 2 below in this goal. 1.3 Moved to Action 2 below in this goal. 1.4 Continue to hire .4 FTE District BRT-Coordinating and supporting: • ELPAC • EL Monitoring Accountability 1.5 Continue and increase use of Ellevation: • Annual License Fee + 2 days of training • Train 100% of the teachers on Teacher Platform: How to identify and monitor ELs using the monitoring forms and the language proficiency levels. 1.6 Establish and implement process and timeline for monitoring student progress and evaluating the effectiveness of programs/services. (ex. Individual Learner Plans- students, SSC/WASC Goals, LCAP Goals, etc:)	1.1 Continue to support BRT. Revisit/revise current formula used to identify amount per student. 1.2 Moved to Action 2 below in this goal. 1.3 Moved to Action 2 below in this goal. 1.4 Continue to hire .4 FTE District BRT-Coordinating and supporting: • ELPAC • EL Monitoring Accountability 1.5 Continue and increase use of Ellevation: • Annual License Fee + 2 days of training • Train 100% of the teachers on Teacher Platform: How to identify and monitor ELs using the monitoring forms and the language proficiency levels. 1.6 Establish and implement process and timeline for monitoring student progress and evaluating the effectiveness of programs/services. (ex. Individual Learner Plans- students, SSC/WASC Goals, LCAP Goals, etc:)

- English Language Proficiency Assessment of California

(ELPAC) Implementation Support

1.5 Continue and increase use of Ellevation: Data Management System for English Learners
- Annual Renewal
- Training

1.6 Faciliate English Learner Quarterly Monitoring Meetings (Curriculum Rate - outside school day)
- Teachers: 27 Total (12 ELD, 10 English Support, 5 BRTs)
- 27 teacher X 8 hrs X $50 p/h

1.7 Explore/Identify Primary Language Assessments for newcomers

1.8 Revise EL Master Plan

- Teacher Collaboration: 2 BRTs X 10 hrs X $50 p/h

1.9 Site Allocations: EL Support Funds ($200/student)

- Quarterly Meetings
- Site EL Team
- District Leads

1.7 Combined with Action 2 below

1.8 Adopt new EL Master Plan and develop a plan for communicating key factors of the plan to all stakeholders via staff meetings, DELAC/ELAC, Bargaining unit and SSC/SDMC.

1.9 Continue to allocate funds to sites at an amount of $200 per EL students for supplemental services: Field Trips, Bilingual Instructional Aids, supplemental materials, extended day services.

- Quarterly Meetings
- Site EL Team
- District Leads

1.7 Combined with Action 2 below

1.8 Adopt new EL Master Plan and develop a plan for communicating key factors of the plan to all stakeholders via staff meetings, DELAC/ELAC, Bargaining unit and SSC/SDMC.

1.9 Continue to allocate funds to sites at an amount of $200 per EL students for supplemental services: Field Trips, Bilingual Instructional Aids, supplemental materials, extended day services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$624,000	$633,360
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

| 1000-1999: Certificated Personnel Salaries
1.1 $688,381
1.2 $12,150
1.3 $22,950
1.4 $56,000
1.6 $10,800
1.8 $1,000
1.9 $268,000

1.1 Salary/Benefits: $118,125 - Title III LEP and $570,256 - Supplemental Concentration Grant
1.2 Contracts: $6,750, Substitutes: $5,400 - Supplemental Concentration Grant
1.3 Materials: $4,950, Curriculum Rate: $18,000- Supplemental Concentration Grant
1.4 Salary/Benefits: $42,000- Supplemental Concentration Grant, $14,000- Title III, Immigrant
1.6 Curriculum Rate: $10,800 - Title I
1.8 Curriculum Rate: $1,000 - Supplemental Concentration Grant
1.9 EL Support Funds: $268,000-

Supplemental Concentration Grant
1.1 Obj. Code 1901, 3000
1.2 Obj. Code 5807,1121, 3000
1.3 Obj. Code 4310, 1906, 3000
1.4 Obj. Code 1101, 3000
1.5 Obj. Code 5813
1.6 Obj. Code 1906, 3000
1.7 Obj. Code 5813
1.8 Obj. Code 1906, 3000
1.9 Obj. Code 5813, 1900, 2100, 3000, 4351, 4352, 4210, 4310, 5205 | 1.1 Site Level BRT- $564,000
1.4 District Level BRT- $60,000 | Site and District BRTs |

Amount		$124,000	$125,860
Source		Title III	Title III
Budget Reference		1000-1999: Certificated Personnel Salaries 1.1 Site Level BRT	1000-1999: Certificated Personnel Salaries Site BRTs
Amount		$17,000	$17,000
Source		Title I	Title I
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 1.5 Ellevation: Annual Fees + Training	5800: Professional/Consulting Services And Operating Expenditures Ellevation: Annual Fees and Training
Amount		$5,000	$5,075
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 1.6 Release/Compensated Time	1000-1999: Certificated Personnel Salaries Release/Compensated Time
Amount		$230,200	$230,200
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		0001-0999: Unrestricted: Locally Defined 1.9 EL support funds - allocation to sites	0001-0999: Unrestricted: Locally Defined EL Support Funds to Sites
Amount		$1,000	$140,903
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures 1.8 EL Master Plan Implementation	3000-3999: Employee Benefits Site and District BRTs

Amount		$3,437	$27,777
Source		Title III	Title III
Budget Reference		3000-3999: Employee Benefits 1.1 Site Level BRT	3000-3999: Employee Benefits Site BRTs
Amount		$127,184	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits 1.1 Site Level BRT- $ 1.4 District Level BRT- $ 1.6 Release/Compensated Time	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2.1 Pilot Constructing Meaning Units to support LTELs in English Support Classes
- Cost of Materials (2 sets of all 4 units @ $226 per unit)
- Implementation Support (Teacher Collaboration): 2 tchr X 10

hrs X $50 p/h

Supporting Designated ELD/Curriculum and Instruction:

2.1 Continue to provide Designated ELD training as needed- Approximate numbers:
- new ELD teachers (4)
- District coaches (2)
- English Support teachers (4- one per comprehensive site)
- Support 2 teachers of ELD to become apprentices of

SysELD

- Send them to participate in EL Achieve -Leadership Institute

for SysELD

2.2 Provide SysELD Implementation Support (Teacher collaboration/Cohort Model)
- Cohort Stipend: $1,200 p/teacher X 12 teacher
- Cohort Facilitator/Coach Stipend: $1,200 X 3

2.3 Pilot/Adopt curriculum and assessments for ELD and English I -II Support

- SysELD Units (6 sets of ELD Unit 1 for each ELD Level-

Total 18 Units @ $275 p/unit)

Supporting Designated ELD/Curriculum and Instruction:

2.1 Continue to provide Designated ELD training as needed- Approximate numbers:
- new ELD teachers (4)
- District coaches (2)
- English Support teachers (4- one per comprehensive site)
- Support 2 teachers of ELD to become apprentices of

SysELD

- Send them to participate in EL Achieve -Leadership Institute

for SysELD

2.2 Provide SysELD Implementation Support (Teacher collaboration/Cohort Model)
- Cohort Stipend: $1,200 p/teacher X 12 teacher
- Cohort Facilitator/Coach Stipend: $1,200 X 3

2.3 Pilot/Adopt curriculum and assessments for ELD and English I -II Support

- SysELD Units (6 sets of ELD Unit 1 for each ELD Level-

Total 18 Units @ $275 p/unit)

	• EL Achieve- English Units (4 sets per teacher) 2.4 Pilot Co-taught model for students performing at the ELD III level • 33% of ELD III students in core mainstream courses (2 sections per site)	• EL Achieve- English Units (4 sets per teacher) 2.4 Pilot Co-taught model for students performing at the ELD III level • 33% of ELD III students in core mainstream courses (2 sections per site)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3000	$10,000	$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 2.1 Materials: $2,000- Title I, Curriculum Rate: $1,000- Supplemental Concentration Grant 2.1 Obj. Code 4310, 1906, 3000	5800: Professional/Consulting Services And Operating Expenditures 2.1 Designated ELD training- EL Achieve	5800: Professional/Consulting Services And Operating Expenditures 2.1 Designated ELD Training
Amount		$40,440	$18,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits 2.2 Designated ELD Implementation Support	3000-3999: Employee Benefits 2.2 Designated ELD Implementation Support

Amount		$5,000	$50,000
Source	Supplemental and Concentration	Supplemental and Concentration	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies 2.3 ELD Curriculum and Assessments Pilot	4000-4999: Books And Supplies 2.3 ELD Curriculumn
Amount		$200,000	$200,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 2.4 2 Sections per School site @ $25,000 per section	1000-1999: Certificated Personnel Salaries 2.4 2 Sections per School site @ $25,000 per section

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 5

Student Achievement-College & Career: Graduate students who are college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

In reflecting on Goal 5 and Goal 6, we realized they were metrics and actions rather than goals, and that the intended goal for both was the same: increase the percent of all students and unduplicated student groups who graduate from our schools college and career ready. To that end, in our 2018-19 goals Goal 5 and Goal 6 are combined into one new overarching Goal 5 that still includes the actions and metrics from when they were two separate "goals", but is now an overarching goal. With a graduation rate of 93.4%, the District needs to continue to increase graduation rates for "all" while paying extra attention to the graduation rates of unduplicated student groups. Of particular concern are the graduation rates of Pacific Islander and African American students, both of which declined significantly in the past year. The District needs to work on increasing the A-G completion rate for "all" students and decrease the gap between "all" students and each applicable subgroup as measured by SUHSD's Dashboard annual metrics. Of particular concern are the District's large group of EL students whose more limited language acquisition often makes A-G completion a challenge. Currently, the percent of graduating seniors District-wide meeting A-G is approximately 57.9% while the percent of our unduplicated subgroups is lower. New State Dashboard criteria for the College and Career Readiness indicator is completion of a CTE capstone course with a C- or better, or completion of a dual enrollment course with a C- or better. This, in conjunction with feedback from out stakeholders during the LCAP engagement process points to a need for the District to increase its CTE course offerings. The District currently has no stunts who graduate having completed a state approved pathway, so no students are completing capstone courses. While the District offers some dual enrollment opportunities, they are limited to one or two sections at each comprehensive high school site and the morning courses taken by the District's Middle College students. The District needs to continue to work to increase the number of "all" students who take at least one AP/IB course by the end of their senior year and decrease the gap

between "all" students and each applicable subgroup each year as per SUHSD Dashboard annual metrics. The current percent of graduating seniors who have taken an AP/IB course is approximately 63.4%. The targeted subgroups percentages are lower.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of Graduating Seniors meeting A-G requirements as per SUHSD Dashboard (02/02/17)	Class of 2016: 59.1%	Target: Increase the percent of "all" graduating senior meeting A-G requirements by 3% of prior year. Percent of graduating seniors meeting A-G requirements as per SUHSD Dashboard (11/16/17) • Actual: 57.9%	Increase the percent of "all" graduating senior meeting A-G requirements by 3% of prior year.	Increase the percent of "all" graduating senior meeting A-G requirements by 3% of prior year.
Percent of Unduplicated subgroups of graduating seniors meeting A-G requirements as per SUHSD Dashboard (02/02/17)	Class of 2016: • EL & RFEP Combined = 31.2% • Foster Youth = 20% • Homeless = 9.1%	Target: Increase the percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% of prior year. Actual: • EL & RFEP Combined = 27.8% • Foster Youth = 20% • Homeless = 8.3%	Demonstrate an increase in the percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% of prior year.	Demonstrate an increase in the percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% of prior year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students exceeding Standards: ELA and Math Scores on CAASPP tests	CAASPP Scores 16-17: • ELA- 31% Exceeded Standards • Math – 24% Exceeded Standards	Target: Increase the CAASPP scores in ELA and Math by 3% from baseline: Actual: • ELA- 43.1% • Math- 28.4%	Increase the CAASPP scores in ELA and Math by 3% from prior year.	Increase the CAASPP scores in ELA and Math by 3% from prior year.
Percent of students taking a CTE pathway course (Introductory, concentrator, and capstone)	2017-18 CTE Pathway Rates	Establish baseline percent of students taking a CTE pathway course (introductory, concentrator, and capstone)	Increase by 3% from the prior year the percent of unduplicated subgroups taking • a CTE introductory pathway course • a CTE concentrator pathway course (which will in one year result in capstone course completion)	Increase by 3% from the prior year the percent of students taking • a CTE introductory pathway course. • a CTE concentrator pathway course • a CTE capstone pathway course
Percent of unduplicated subgroups taking a CTE pathway course (Introductory,	2017-18 CTE Pathway Rates	Establish baseline percent of unduplicated subgroups taking a CTE pathway course	Increase by 3% from the prior year the percent of unduplicated subgroups taking	Increase by 3% from the prior year the percent of unduplicated subgroups taking

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
concentrator, and capstone)		(Introductory, concentrator, and capstone)	• a CTE introductory pathway course • a CTE concentrator pathway course (which will in one year result in capstone course completion)	• a CTE introductory pathway course. • a CTE concentrator pathway course • a CTE capstone pathway course
Percent of graduating seniors taking at least one AP/IB class	Class of 2016: 62.8%	Target: Increase by 3% "all" graduating seniors taking at least one AP/IB course by 3% of prior year • Actual: 63.4%	Increase the percent of "all" graduating seniors taking at least one AP/IB course by 3% of prior year	Increase the percent of "all" graduating seniors taking at least one AP/IB course by 3% of prior year
Percent of unduplicated subgroups of graduating seniors who have taken at least one AP/IB class	Class of 2016 • Hispanics/Latino: 49.6% • SED: 43.6% • FY/Homeless 12.5%	Target: Increase by 3% the number of unduplicated graduating seniors who have taken at least one AP/IB class Actual: • Hispanics/Latino: 53.6% • SED: 47.3%	Increase over the prior year by 3% the number of unduplicated graduating seniors who have taken at least one AP/IB class	Increase over the prior year by 3% the number of unduplicated graduating seniors who have taken at least one AP/IB class

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		• FY/Homeless 16.7%		
Percent of students who pass an AP/IB exam with a score of 3 or higher (New)	Class of 2016 AP/IB pass rates: 73.7%	Target: Increase over the prior year by 3% the number of students who pass at least one AP/IB exam • Actual: 68.6%	Increase over the prior year by 3% the number of students who pass at least one AP/IB exam	Increase over the prior year by 3% the number of students who pass at least one AP/IB exam
Number of students who pass an AP exam with score of 3 or higher	2014-15 Rates from Data Quest: Number Total Tested 2,114 Percent of Total Tested Score 3 1,028 48.6% Score 4 1,010 47.8% Score 5 1,075 50.9%	No longer measuring and reporting in this manner.		
Early Assessment Program Results	CAASPP Scores 16-17: ELA - 31% Exceeded Standards Math- 24% Exceeded Standards	Increase the CAASPP scores in ELA and Math by 3% from baseline: • ELA- 34% • Math- 27%	Increase the CAASPP scores in ELA and Math by 3% from baseline: • ELA- 37% • Math- 30%	Increase the CAASPP scores in ELA and Math by 3% from baseline: • ELA- 40% • Math- 33%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The District's base program provides a broad course of study for all students as described in the EC section. In addition, the District will ensure all students have access to a rigorous course of study such as A-G Courses by continuing to: 1.1 Support a College & Career Advisor (CCA) at each site 1.2 Support classes in Math and English for students that need additional support in meeting graduation requirements and A-G requirements	The District's base program provides a broad course of study for all students as described in the EC section In addition, the District will ensure all students have access to a rigorous course of study such as A-G, CTE and IB/AP by continuing to: 1.1 Support a College & Career Advisor (CCA) at each site 1.2 Support classes in Math and English for students that need additional support in meeting graduation requirements and A-G requirements	The District's base program provides a broad course of study for all students as described in the EC section In addition, the District will ensure all students have access to a rigorous course of study such as A-G, CTE and IB/AP by continuing to: 1.1 Support a College & Career Advisor (CCA) at each site 1.2 Support classes in Math and English for students that need additional support in meeting graduation requirements and A-G requirements

1.3 Align graduation requirements with courses that meet A-G subject area courses, as needed

1.4 Create a plan of action for juniors and/or seniors in need of making up A-G courses (credits)

1.5 Increase the number of dual enrollment courses offered to District students so more students graduate from high school with UC transferable college courses completed

1.6 Support an AVID program at each of the comprehensive sites

1.3 . Create a plan of action for juniors and/or seniors in need of making up A-G courses (credits)

1.4 Meet with all students each semester to track their A-G, IB/AP and CTE participation and progress.

1.5 Increase the number of dual enrollment courses offered to District students so more students graduate from high school with UC transferable college courses completed

1.6 Support an AVID program at each of the comprehensive sites, continuing to provide all students with one-to-one electronic devices

1.7 Work towards all students having access to appropriate technology tools that enhance richer levels of learning

1.8 Staff a Small Schools Executive Director of Innovation to facilitate ingenuity in course offerings, school design and student engagement.

1.9 Pilot mainstream co-taught courses for ELD III level students

1.10 Open TIDE Academy with a schedule that will ensure students graduate high school with 15+ units of college credit completed and a CTE pathway

1.3 . Create a plan of action for juniors and/or seniors in need of making up A-G courses (credits)

1.4 Meet with all students each semester to track their A-G, IB/AP and CTE participation and progress.

1.5 Increase the number of dual enrollment courses offered to District students so more students graduate from high school with UC transferable college courses completed

1.6 Support an AVID program at each of the comprehensive sites, continuing to provide all students with one-to-one electronic devices

1.7 Work towards all students having access to appropriate technology tools that enhance richer levels of learning

1.8 Staff a Small Schools Executive Director of Innovation to facilitate ingenuity in course offerings, school design and student engagement

1.9 If successful in prior years, increase numbers of co-taught courses for ELD III level students

1.10 Continue at TIDE Academy a schedule that will ensure students graduate high school with 15+ units of college credit completed and CTE pathway

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,668,000	$3,421,000	$3,472,315
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.1 $500,000 1.2 $1,568,000 1.3 $0 1.4 $0 1.5 $0 1.6 $600,000 1.7 $500,000 1.8 $0 1.9 $0 1.1 Salary/Benefits: Base 1.2 Support Classes- Supplemental Concentration Grant 1.4 N/A 1.5 N/A 1.6 AVID Sections- Supplemental Concentration Grant 1.7 N/A 1.8 N/A 1.9 N/A 1.1 Obj. Code 1211, 3000 1.2 Obj. Code 1101, 3000 1.3 N/A 1.4 N/A 1.5 N/A 1.6 Obj. Code 1101, 3000	1000-1999: Certificated Personnel Salaries 1.1 $500,000 1.2 $1,568,000 1.3 $0 1.4 $0 1.5 $0 1.6 $600,000 1.7 $315,000 1.8 $250,000 1.9 $188,000 1.10 No cost 1.1 Salary/Benefits: Base 1.2 Support Classes- Supplemental Concentration Grant 1.3 N/A 1.4 N/A 1.5 N/A 1.6 Salary/Benefits: Base 1.7 Materials/Equipment 1.8 Salary/Benefits: Base 1.9 Salary/Benefits: Base 1.10 No Cost	1000-1999: Certificated Personnel Salaries 1.1 $507,500 1.2 $1,591,520 1.3 $0 1.4 $0 1.5 $0 1.6 $609,000 1.7 $319,725 1.8 $253,750 1.9 $190,820 1.10 No cost 1.1 Salary/Benefits: Base 1.2 Support Classes- Supplemental Concentration Grant 1.3 N/A 1.4 N/A 1.5 N/A 1.6 Salary/Benefits: Base 1.7 Materials/Equipment 1.8 Salary/Benefits: Base 1.9 Salary/Benefits: Base 1.10 No Cost

1.7 N/A
1.8 N/A
1.9 N/A

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: SWD

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Continue to provide services to students who meet one or more of the 13 handicapping conditions and require special education services to access and make progress in instruction, preferably in general education. Also continue co-teaching practices for students whose IEPs indicate a need for this accommodation.	2.1 Continue enough Co-teaching sections (one general education teacher and one special education teacher) for Students with Disabilities whose IEPs indicate a need for this accommodation. 2.2 Use established system to monitor student progress quarterly or at the end of each semester.	2.1 Continue enough Co-teaching sections (one general education teacher and one special education teacher) for Students with Disabilities whose IEPs indicate a need for this accommodation. 2.2 Use established system to monitor student progress quarterly or at the end of each semester.

| 2.2 Establish a system to monitor student progress quarterly or at the end of each semester. | 2.3 Continue to support instructional aids assisting in the push-in and pull out model.

2.4 Continue to support students with unique needs that cannot be met by district service by providing instruction through the SMCOE.

2.5 Continue to support and provide services to students that cannot be met by the district services by providing instruction through the local non-public schools.

2.6 Continue to support and provide transportation for students with special needs to attend appropriate programs. | 2.3 Continue to support instructional aids assisting in the push-in and pull out model.

2.4 Continue to support students with unique needs that cannot be met by district service by providing instruction through the SMCOE.

2.5 Continue to support and provide services to students that cannot be met by the district services by providing instruction through the local non-public schools.

2.6 Continue to support and provide transportation for students with special needs to attend appropriate programs. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	22,000,000	22,000,000	22,000,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2.1 Special Ed Program and Co-Teaching Sections Obj. Code 1101, 3000 2.2 N/A	1000-1999: Certificated Personnel Salaries 2.1 Special Ed Program and Co-Teaching Sections Obj. Code 1101, 3000 2.2 N/A	1000-1999: Certificated Personnel Salaries 2.1 Special Ed Program and Co-Teaching Sections Obj. Code 1101, 3000 2.2 N/A
Amount		$3,074,749	$3,074,749
Source	Base	AB602	AB602
Budget Reference	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries classified	2000-2999: Classified Personnel Salaries classified

Amount		$518,708	$597,280
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.4 SMCOE	5800: Professional/Consulting Services And Operating Expenditures 2.4 SMCOE
Amount		3,556,553	$3,905,870
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures 2.5 Non-Private Schools	5000-5999: Services And Other Operating Expenditures 2.5 Non Private School
Amount		$2,455,925	$2,455,925
Source		AB602	AB602
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.6 Transportation	5800: Professional/Consulting Services And Operating Expenditures 2.60 Transportation
Amount		$1,472,466	$1,472,466
Source		AB602	AB602
Budget Reference		3000-3999: Employee Benefits Classified	3000-3999: Employee Benefits classified
Amount		$72,745	$72,745
Source		AB602	AB602
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		$3,113,401	$3,113,401
Source		AB602	AB602
Budget Reference		3000-3999: Employee Benefits certificated	3000-3999: Employee Benefits CERTIFICATED

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monitor and support the following groups of students in their progress towards graduation, UC A-G completion, CTE pathways and participation in IB/AP: 3.1 English Learners 3.2 Foster Youth (FY)/Homeless 3.3 Socio-Economically Disadvantaged (SED)- Supplemental Education Services (SES) 3.4 Migrant	Monitor and support the following groups of students in their progress towards graduation, UC A-G completion, CTE pathways and participation in IB/AP: 3.1 English Learners 3.2 Foster Youth (FY)/Homeless 3.3 Socio-Economically Disadvantaged (SED)- Supplemental Education Services (SES) 3.4 Migrant	Monitor and support the following groups of students in their progress towards graduation, UC A-G completion, CTE pathways and participation in IB/AP: 3.1 English Learners 3.2 Foster Youth (FY)/Homeless 3.3 Socio-Economically Disadvantaged (SED)- Supplemental Education Services (SES) 3.4 Migrant

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$88,000	$88,000	$88,000
Source	Title I	Title I	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.1 Included in Goal 4 Action 1.9 3.2 $8,000 3.3 $80,000 3.1 N/A 3.2 - 3.3 Direct Services: Title I 3.1 N/A 3.2 Obj. Code 5813 3.3 Obj. Code 5813	5800: Professional/Consulting Services And Operating Expenditures 3.1 Included in Goal 4 Action 1.9 3.2 $8,000 3.3 $80,000 3.1 N/A 3.2 - 3.3 Direct Services: Title I 3.1 N/A 3.2 Obj. Code 5813 3.3 Obj. Code 5813	5800: Professional/Consulting Services And Operating Expenditures 3.1 Included in Goal 4 Action 1.9 3.2 $8,000 3.3 $80,000 3.1 N/A 3.2 - 3.3 Direct Services: Title I 3.1 N/A 3.2 Obj. Code 5813 3.3 Obj. Code 5813
Amount	$110,000	$111,650	$113,325
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 3.4 Direct services: Migrant 3.4 Obj. Code 1901, 3000	1000-1999: Certificated Personnel Salaries 3.4 Direct services: Migrant 3.4 Obj. Code 1901, 3000	1000-1999: Certificated Personnel Salaries 3.4 Direct services: Migrant 3.4 Obj. Code 1901, 3000
Amount		$22,576	$25,011
Source		Title I	Title I
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 6

Promote a positive and personalized learning environment that will result in students maintaining positive behavior and engaging in their educational experiences. (Formerly Goal 7)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The most recent student survey data shows the majority of students feel physically and psychologically safe at school, and most feel they are valued members of the school community. Overall attendance rates have dropped slightly, but a minor improvement occurred in Special Education and Foster Youth attendance. Homeless, Foster Youth, and Special Education student attendance rates are still far behind the average overall attendance rate. The graduation rate between 2014-15 and prior 3-year average was increased by over 2%, although rates amongst African American and Pacific Islander students diminished significantly. Suspension and expulsion rates held steady overall, but increased in Pacific Islander students. Utilizing the SUHSD Dashboard, the percent of 9th graders earning 30+ credits after first semester increased in all student subgroups except Homeless (n=22). The percent of 10th graders earning 120+ credits after 10th grade increased in all student subgroups except Foster Youth (n=9). It is evident that there are identified needs to support traditionally underserved and unrepresented student subgroups including Foster Youth, Homeless, Pacific Islander, and African American students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School facilities maintained in good repair	100% of school facilities are in good repair as measured by William's Act Cleanliness Report	100% of school facilities are in good repair as measured by William's Act Cleanliness Report	100% of school facilities are in good repair as measured by William's Act Cleanliness Report	100% of school facilities are in good repair as measured by William's Act Cleanliness Report
New in 2017-18, Panorama Survey: valued members of the school community; physical and psychological safety at school.	2017-18 Baseline Results, 7,022 Student Survey Responses: Valued members of the school community 3.1/5 resulting in 40th percentile of all national high schools completing the Panorama Survey Physical and psychological safety at school 3.9/5 resulting in 90th percentile of all national high schools completing the Panorama Survey	Baseline established 2017-18	7,000+ Students completed survey: Valued members of the school community 3.2/5 resulting in 50th percentile of all national high schools completing the Panorama Survey Physical and psychological safety at school 4.0/5 resulting in 93rd percentile of all national high schools completing the Panorama Survey	7,000+ Students completed survey: Valued members of the school community 3.3/5 resulting in 60th percentile of all national high schools completing the Panorama Survey Physical and psychological safety at school 4.0/5 resulting in 93rd percentile of all national high schools completing the Panorama Survey
Attendance Rates- (as measured by SUHSD Dashboard- ½ Day Partial/Full Day)	• All: 95.2% • SWD (Sped): 92% • SED (Low Income): 93.1% • EL/RFEP Combined: 93.3% • FY: 79%	2016-17 Attendance Rates are as follows: • All Students: 94.2% • Special Education: 93.3% • Socioeconomically Disadvantaged: 91.8%	2017-18 Attendance Rates (full year partial/full day), as measured by the SUHSD Dashboard, are as follows: • All Students: 94.5% • Special Education: 93.8%	2018-19 Attendance Rates (full year partial/full day), as measured by the SUHSD Dashboard, are as follows: • All Students: 94.7% • Special Education: 94.0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Homeless: 85%	• EL & RFEP Combined: 91.5% • Foster Youth: 80.3% • Homeless: 84.2% Attendance rates have held relatively steady, with slight improvement in Special Education and Foster Youth subgroups.	• Socioeconomically Disadvantaged: 92.5% • EL & RFEP Combined: 92.5% • Foster Youth: 88.0% • Homeless: 88.0%	• Socioeconomically Disadvantaged: 93.0% • EL & RFEP Combined: 93.% • Foster Youth: 91.0% • Homeless: 91.0%
Chronic Absenteeism Rates as measured by the California Department of Education (Dashboard)	Baseline established 2017-18: • All Students: 15.4% • African American: 20.2% • Hispanic/Latino: 21.9% • Pacific Islander: 27.5% • Special Education: 26.1% • EL & RFEP: 28.2% • Foster Youth: 52.7% • Homeless: 52.5%	Baseline established 2017-18	• All Students: 14.5% • African American: 18.0% • Hispanic/Latino: 19.0% • Pacific Islander: 24.0% • Special Education: 22.0% • EL & RFEP: 25.0% • Foster Youth: 38.0% • Homeless: 38.0%	All Students: 13.5% • African American: 15.0% • Hispanic/Latino: 16.0% • Pacific Islander: 20.0% • Special Education: 18.0% • EL & RFEP: 21.0% • Foster Youth: 32.0% • Homeless: 32.0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rates as measured by the California Department of Education (Dashboard)	Baseline established 2017-18: • All Students: 93.4% • African American: 78.9% • Hispanic/Latino: 88.6% • Pacific Islander: 82.9% • Special Education: 74.6% • EL & RFEP: 76.9% • Foster Youth: *% • Homeless: 78.8%	Baseline established 2017-18	Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 3% from the baseline.	Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 3% from the baseline.
Suspension rates as measured by the California Department of Education (Dashboard)	2016-17 suspension rates are as follows: • All Students: 4.4% • African American: 9.5% • Hispanic/Latino: 6.5% • Pacific Islander: 10.1% • Special Education: 10.1% • EL & RFEP: 8.8%	Demonstrate a decrease in the suspension rate for "All" students in general and each applicable pupil subgroup compared to baseline. • All Students: <4.5% • African American: <14.1% • Hispanic/Latino: <7.7%	Demonstrate a decrease in the suspension rate for "All" students in general and each applicable pupil subgroup compared to baseline. • All Students: <4.0% • African American: <12% • Hispanic/Latino: <7%	Demonstrate a decrease in the suspension rate for "All" students in general and each applicable pupil subgroup compared to baseline. • All Students: <3.5% • African American: <10% • Hispanic/Latino: <5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Foster Youth: 21.4% • Homeless: 6.1%	• Pacific Islander: <10.2% • Special Education: <10.7% • EL & RFEP: <8.3% • Foster Youth: <16.4% Homeless: <12.2%	• Pacific Islander: <9% • Special Education: <10% • EL & RFEP: <8% • Foster Youth: <16% Homeless: <12%	• Pacific Islander: <7% • Special Education: <8% • EL & RFEP: <5% • Foster Youth: <12% Homeless: <10%
Number of Expulsions as measured by the California Department of Education (Dashboard)	In 2016-17, the total number of expelled students was 22.	Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup compared to baseline. • At minimum < 22 total expulsions	Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup as per 2016-17 SUHSD's Dashboard. • At minimum < 18 total expulsions	Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup as per 2016-17 SUHSD's Dashboard. • At minimum < 15 total expulsions
Percent of 9th grade students earning 30+ credits after the first semester as measured by the SUHSD Dashboard	2016-17 9th grade students earning 30+ credits after first semester: • All Students: 86% • African American: 75.8%	Demonstrate an increase in the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup compared to baseline.	Demonstrate an increase in the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup compared to baseline.	Demonstrate an increase in the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup compared to baseline.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	- Hispanic/Latino: 79.2% - Pacific Islander: 73.6% - Special Education: 75.5% - EL & RFEP: 78.3% - Foster Youth: 40% - Homeless: 46.7%	- At minimum: 9th grade students earning 30+ credits > 86%	- At minimum: 9th grade students earning 30+ credits > 88%	- At minimum: 9th grade students earning 30+ credits > 90%
Percent of 10th grade students earning 120+ credits after the first semester as measured by the SUHSD Dashboard	2015-16 10th grade students earning 120+ credits after second semester - All Students: 77.8% - African American: 61.5% - Hispanic/Latino: 64.7% - Pacific Islander: unk% - Special Education: 61.6% - EL & RFEP: 62.9% - Foster Youth: 66.7% - Homeless: 31.6%	Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup compared to baseline. - At minimum: percent of 10th grade students earning 120 credits > 78%	Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup compared to baseline. - At minimum percent of 10th grade students earning 120 credits > 80%	Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup compared to baseline. - At minimum percent of 10th grade students earning 120 credits > 82%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rates as measured by the SUHSD District Dashboard	Class of 2016: Cohort Graduation Rate =79% • Af. Am. = 59.2% • Latino = 73.7% • Pac Island. = 50.8% • Spec Ed = 62.9% • EL = 70.5% • Foster = 50% • Homeless = 50%	Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 3% from the baseline.	This measurement tool has been changed. See the above metric and associated measurement tool.	
Suspension rates as measured by the SUHSD Dashboard	2015-16 Suspension Rate - 4.9% • Af. Am. = 14.1% • Latino = 7.7% • Pac Island. = 10.2% • Spec Ed = 10.7% • EL & RFEP = 8.3% • Foster = 16.4% • Homeless = 12.2%	Demonstrate a decrease in the suspension rate for "All" students in general and each applicable pupil subgroup as per SUHSD's Dashboard 2015-16 baseline. • All Students- <4.5% • Af. Am. <14.1% • Latino < 7.7% • Pac Island. < 10.2% • Spec Ed <10.7% • EL & RFEP < 8.3% • Foster < 16.4% • Homeless < 12.2%	This measurement tool has been changed. See the above metric and associated measurement tool.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Expulsions as measured by the SUHSD Dashboard	2015-16 Number of Expulsions = 28 • Af. Am. = 3 • Latino = 18 • Pac Island. = 1 • Spec Ed = 4 • EL & RFEP = 19 • Foster = 0 • Homeless = 0	Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup as per SUHSD's Dashboard 2015-16 baseline. • At minimum <25 total expulsions	This measurement tool has been changed. See the above metric and associated measurement tool.	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 District base program ensures clean and safe facilities for all students	1.1 District base program ensures clean and safe facilities for all students	1.1 District base program ensures clean and safe facilities for all students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,824,315	$9,423,580	$9,564,933
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 1.1 Obj. Code 2230, 2240, 3000	2000-2999: Classified Personnel Salaries 1.1 Obj. Code 2230, 2240, 3000	2000-2999: Classified Personnel Salaries 1.1 Obj. Code 2230, 2240, 3000
Amount		$2,661,219	$2,959,390
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Support the development of a two-week SEL (social-emotional learning) mental health curriculum to be delivered to all 9th grade students through Life Skills classes and targeted at-risk students (Redwood)

2.2 Introduce Kognito's Friend2Friend training for all 9th grade students through Life Skills and targeted at-risk students (Redwood)

2.3 Continue and further develop a neuroscience of addiction curriculum for 9th grade students

2.4 Broaden the outreach for parent education, particularly to the families of at-risk students.

2.5 Continue to explore the Multi-tiered Systems of Support (Tiers 1 – 3) for student behavior and mental health intervention and support through the district Discipline Committee | 2.1 Finish evaluating existing mental health curricula for use in Life Skills classes and targeted at-risk students and implement.

2.2 Continue Kognito's Friend2Friend training for all 9th grade students through Life Skills and targeted at-risk students (Redwood)

2.3 Continue and further develop neuroscience of addiction curriculum for 9th grade students, analyze expansion into upper grades.

2.4 Continue expanding outreach for parent education, particularly to the families of at-risk students, in English and home language.

2.5 Continue to improve Tier I interventions and supports for student behavior and mental health needs. Through the Discipline Task Force, Alternative to Suspension program, with partnership, to be piloted.

2.6 Implement a comprehensive districtwide attendance monitoring and response system that is based on a tiered system of interventions | 2.1 Modify existing mental health curricula for use in Life Skills classes and targeted at-risk students and expand as necessary.

2.2 Continue Kognito's Friend2Friend training for all 9th grade students through Life Skills and targeted at-risk students (Redwood)

2.3 Continue neuroscience of addiction curriculum for 9th grade students. Complete analysis of expanding neuroscience of addiction curriculum for upper grades and pilot.

2.4 Continue expanding outreach for parent education, particularly to the families of at-risk students, in English and home language.

2.5 Continue to improve Tier I interventions and supports for student behavior and mental health needs. Through the Discipline Task Force, Alternative to Suspension program, with partnership, to be implemented.

2.6 Implement a comprehensive districtwide attendance monitoring and response system that is based on a tiered system of interventions |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000	$40,600	$41,209
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2.1 - Teacher Collaboration: Supplemental Concentration Grant 2.3 - Teacher training; PD: Supplemental Concentration Grant 2.1 Obj. Code 1906, 3000 2.3 Obj. Code 1906, 3000 2.5 N/A	1000-1999: Certificated Personnel Salaries 2.1 - Teacher Collaboration: Supplemental Concentration Grant 2.3 - Teacher training; PD: Supplemental Concentration Grant 2.1 Obj. Code 1906, 3000 2.3 Obj. Code 1906, 3000 2.5 N/A	1000-1999: Certificated Personnel Salaries 2.1 - Teacher Collaboration: Supplemental Concentration Grant 2.3 - Teacher training; PD: Supplemental Concentration Grant 2.1 Obj. Code 1906, 3000 2.3 Obj. Code 1906, 3000 2.5 N/A
Amount		$8,209	$9,095
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$13,000	$13,000	$13,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2.2 - Kognito Training: Supplemental Concentration Grant 2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant 2.2 Obj. Code 5813 2.4 Obj. Code 5813	5800: Professional/Consulting Services And Operating Expenditures 2.2 - Kognito Training: Supplemental Concentration Grant 2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant 2.2 Obj. Code 5813 2.4 Obj. Code 5813	5800: Professional/Consulting Services And Operating Expenditures 2.2 - Kognito Training: Supplemental Concentration Grant 2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant 2.2 Obj. Code 5813 2.4 Obj. Code 5813

Amount		$80,000	$70,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures 2.6 - Attendance: Supplemental Concentration Grant	5000-5999: Services And Other Operating Expenditures 2.6 - Attendance: Supplemental Concentration Grant
Amount		$100,000	$100,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.7 Alternatives to Suspension/Expulsion: Supplemental Concentration Grant	5800: Professional/Consulting Services And Operating Expenditures 2.7 Alternatives to Suspension/Expulsion: Supplemental Concentration Grant

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

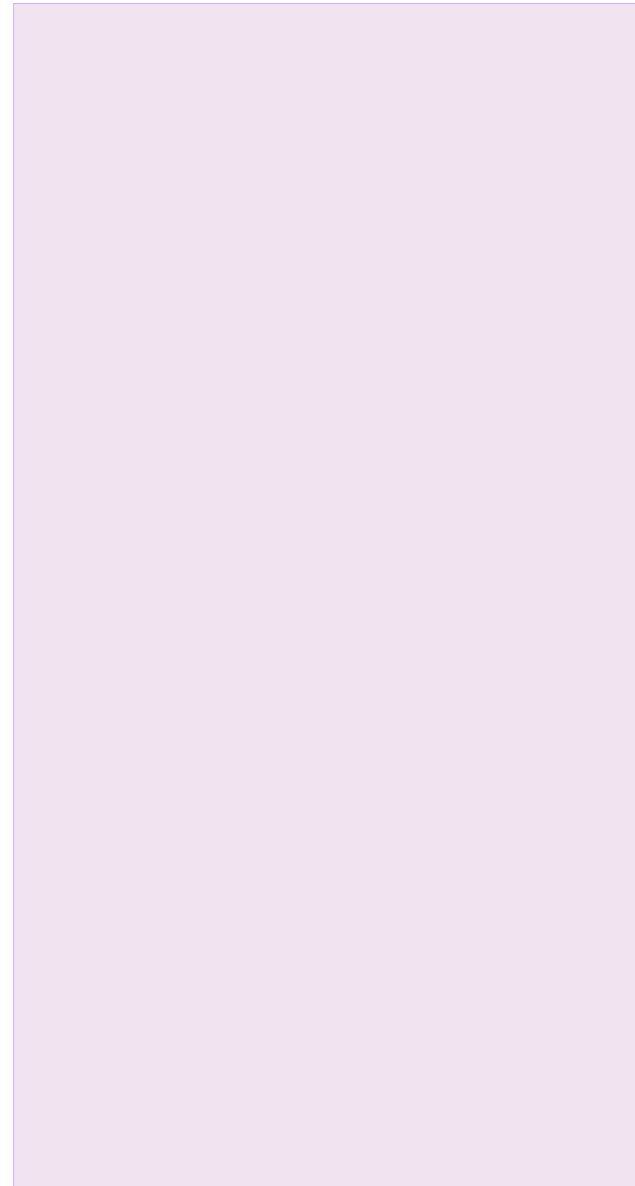| 2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Evaluate the current programs for "at risk" students and modify as needed: 3.1 Compass (Incoming 9th graders) 3.2 Team Ascent (Incoming 9th graders) 3.3 Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access 3.4 Sequoia Aspirations Program (SAAP) for identified/targeted "at risk" 9th and 10th grade students 3.5 Support the Independent Studies (IS) program (caseload not to exceed 28 students per IS teacher) 3.6 Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension 3.7 Support dual enrollment options for SUHSD students, to include Adult School	Evaluate the current programs for "at risk" students and modify as needed: 3.1 Compass (Incoming 9th graders) - increase number of incoming Pacific Islander students participating. 3.2 Team Ascent (Incoming 9th graders) - increase number of incoming Pacific Islander students participating. 3.3 Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access 3.4 Sequoia Aspirations Program (SAAP) for identified/targeted "at risk" 9th and 10th grade students. Increase number of Pacific Islander students participating. 3.5 Support the Independent Studies (IS) program (caseload not to exceed 28 students per IS teacher) 3.6 Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension 3.7 Support dual enrollment options for SUHSD students, to include Adult School	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,442,416	$1,542,416	$1,565,552
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 3.1 $100,000 3.2 $143,000 3.3 $503,816 3.4 $525,600 3.5 $250,000 3.7 $20,000 3.1 Compass: Supplemental Concentration Grant 3.2 Team Ascent: Title I 3.3 Summer School: Supplemental Concentration Grant 3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.5 IS Benefits/Salary: Supplemental Concentration Grant 3.7 Adult School: Supplemental Concentration Grant 3.1 Obj. Code 1907, 2107, 3000 3.2 Obj. Code 1907, 2107, 3000 3.3 Obj. Code 1907, 2107, 3000 3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.7 Obj. Code 1101, 3000	1000-1999: Certificated Personnel Salaries 3.1 $100,000 3.2 $143,000 3.3 $503,816 3.4 $525,600 3.5 $250,000 3.7 $20,000 3.1 Compass: Supplemental Concentration Grant 3.2 Team Ascent: Title I 3.3 Summer School: Supplemental Concentration Grant 3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.5 IS Benefits/Salary: Supplemental Concentration Grant 3.7 Adult School: Supplemental Concentration Grant 3.1 Obj. Code 1907, 2107, 3000 3.2 Obj. Code 1907, 2107, 3000 3.3 Obj. Code 1907, 2107, 3000 3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.7 Obj. Code 1101, 3000	1000-1999: Certificated Personnel Salaries 3.1 $101,500 3.2 $145,145 3.3 $511,373 3.4 $533,484 3.5 $253,750 3.7 $20,300 3.1 Compass: Supplemental Concentration Grant 3.2 Team Ascent: Title I 3.3 Summer School: Supplemental Concentration Grant 3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.5 IS Benefits/Salary: Supplemental Concentration Grant 3.7 Adult School: Supplemental Concentration Grant 3.1 Obj. Code 1907, 2107, 3000 3.2 Obj. Code 1907, 2107, 3000 3.3 Obj. Code 1907, 2107, 3000 3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.7 Obj. Code 1101, 3000
Budget Reference	2000-2999: Classified Personnel Salaries		

Amount		$332,097	$367,587
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$100,000	$100,000	$100,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.4 Obj. Code 1101, 3000, 1901	1000-1999: Certificated Personnel Salaries 3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.4 Obj. Code 1101, 3000, 1901	3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.4 Obj. Code 1101, 3000, 1901
Amount	$57,000	$57,000	$57,000
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.6 Consultant: Supplemental Concentration Grant 3.6 Obj. Code 5813	5800: Professional/Consulting Services And Operating Expenditures 3.6 Consultant: Supplemental Concentration Grant 3.6 Obj. Code 5813	5800: Professional/Consulting Services And Operating Expenditures 3.6 Consultant: Supplemental Concentration Grant 3.6 Obj. Code 5813

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 7

Provide Foster Youth with academic resources and social emotional supports that result in their educational outcomes mirroring that of the general population. (Formerly Goal 8.)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Nationally, foster youth demonstrate a lack of educational achievement. Due to factors that are out of their control, they are most at-risk of not graduating. In an attempt to address this issue, under Assembly Bill (AB) 490, foster youth are entitled to educational rights such as immediate enrollment, the right to remain at their school of origin, the earning of partial credits, access to the broad course of study at a comprehensive school, etc.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Enrollment Numbers of FY	100%	100% enrolled promptly and appropriately Enrollment Numbers of FY	100% enrolled promptly and appropriately	100% enrolled promptly and appropriately
Number of School Records forwarded/requested within 2 business days	100%	100% of foster youth's records are transferred within 2 business days from date of enrollment/transfer	100% of foster youth's records are transferred within 2 business days from date of enrollment/transfer	100% of foster youth's records are transferred within 2 business days from date of enrollment/transfer

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Number of School Records forwarded/requested within 2 business days		
Type of Support Services accessed by FY	Identify and track services accessed by foster youth throughout the year	Establish Baseline type of support services accessed by foster youth	Demonstrate an increase of the percent of foster youth students who access services throughout the year as well as the type of services	Demonstrate an increase of the percent of foster youth students who access services throughout the year as well as the type of services
Percent of teachers, administrators and key personnel receiving Professional Development on FY needs	Establish baseline	Ensure that 100% of administrators and a to be established baseline of percent of teachers and other key personnel receive training on the needs and resources available for foster youth	Ensure that 100% of administrators and a 20% increase from baseline of teachers and other key personnel receive training on the needs and resources available for foster youth	Ensure that 100% of administrators and a 30% increase from baseline of teachers and other key personnel receive training on the needs and resources available for foster youth

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Identify staff to support implementation of systems and protocols that will result in the desired outcomes. 1.2 Refine district protocol to ensure that as foster youth students transfer in they are: - Enrolled promptly - Placed in appropriate classes - Provided with list of services available on campus and districtwide 1.3 Establish partnership (MOU) with outside agencies such as the San Mateo County Office of Education, Social Services, etc: to establish clear processes so key parties are: - Notified when a student is transferring in or out of our district so that check out grades and appropriate credits are in	1.1 Fund staff/personnel (Attendance/Welfare Coordinator) to support implementation of systems and protocols that will result in the desired outcomes 1.2 Combined with 1.1 1.3, 1.5, 1.4, 1.5, 1.6 and 1.7 Incorporated into Action 2 1.4 Is now Action 3	1.1 Continue to fund staff/personnel (Attendance/Welfare Coordinator) to support implementation of systems and protocols that will result in the desired outcomes

place for a smooth student transition

1.4 Develop and provide comprehensive training and resources for foster youth specific staff at the school site and district level, as well as more generalized professional development opportunities for all educators and administrators on foster care and/or the impact of trauma on learning.

1.5 Continue to participate in meetings/events related to foster youth:
- SMCOE Foster Youth Administrative Council
- SMCOE Foster Youth District Liaisons Meetings
- CA Foster Youth Education Summit (1 admin and 1 staff

from each site and district office - total 10 people)

1.6 Implement Foster Focus (data management system for foster youth) district-wide and train site Administrators overseeing foster youth on how to use it.

1.7 Continue to refine protocols for supporting students placed in residential homes temporarily with transportation to and from school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$120,000	$121,800
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.1 $45,000 (Coordinator & .1 FTE) 1.1 General Fund $30,000; Title I $15,000 1.1 Salaries/Benefits Obj. codes 1321, 3000	1000-1999: Certificated Personnel Salaries 1.1 Attendance/Wellness Coordinator	1000-1999: Certificated Personnel Salaries 1.1 Attendance/Wellness Coordinator
Amount	$15,500	$80,000	$81,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.3 $2,500 1.4 $4,500 1.5 $8,500 1.6 none	2000-2999: Classified Personnel Salaries 1.1 Support Staff (Attendance/Wellness Office)	2000-2999: Classified Personnel Salaries 1.1 Support Staff (Attendance/Wellness Office)
Amount		$24,264	$26,881
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits certificated	3000-3999: Employee Benefits certificated
Amount		$22,592	$25,123
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits classified	3000-3999: Employee Benefits classified

Action 2

[Add Students to be Served selection here]		[Add Location(s) selection here]

OR

Foster Youth	LEA-wide	All Schools

Actions/Services

	New Action	Unchanged Action
	2.1 Continue to improve district protocols to include proper identification of students who enter the Foster Youth system after enrolling in our district 2.2 Continue the collaboration and communication with San Mateo County Office of Education and San Mateo Mental Health to align services for FY students, ensure smooth transitions in/out of district, and explore current and new data management systems (i.e., Foster Focus, DataZone, HealthMaster, etc.) for tracking and documentation of FY and Homeless students 2.3 Continue to provide transportation to/from school to FY and Homeless students placed temporarily in residential homes and shelters	2.1 Continue to improve district protocols to include proper identification of students who enter the Foster Youth system after enrolling in our district 2.2 Continue the collaboration and communication with San Mateo County Office of Education and San Mateo Mental Health to align services for FY students, ensure smooth transitions in/out of district, and explore current and new data management systems (i.e., Foster Focus, DataZone, HealthMaster, etc.) for tracking and documentation of FY and Homeless students 2.3 Continue to provide transportation to/from school to FY and Homeless students placed temporarily in residential homes and shelters

Budgeted Expenditures

Amount		$5,000	$5,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.2 Data Management System-Tracking of FY	5000-5999: Services And Other Operating Expenditures 2.2 Data Management System
Amount		$10,000	$10,000
Source		Title I	Title I
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.3 Bus Passes	5800: Professional/Consulting Services And Operating Expenditures 2.3 Bus Passes
Amount		$5,000	$5,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.3 District Transportation	5800: Professional/Consulting Services And Operating Expenditures 2.3 District Transportation

Action 3

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

Foster Youth	LEA-wide	All Schools

Actions/Services

	New Action	Unchanged Action
	3.1 Develop an exploratory collaborative team between the SUHSD, neighboring districts and feeder schools (RWC SD,	3.1 Develop an exploratory collaborative team between the SUHSD, neighboring districts and feeder schools (RWC SD,

Ravenswood, Carlmont feeders, Woodside feeders, etc.), the county, and community resources (i.e., B&G Club, etc.) for the purpose of identifying the needs of and providing support to FY and Homeless students. Make sure the collaborative team gets on relevant listservs and contact lists to be invited to events and PD opportunities. Provide the following staff development opportunities:

- Track One: Specific to foster youth and homeless

students

- Track Two: Bi-Annual and district-wide mental health

intensive

- Track Three: Voluntary program for general

certificated and classified staff

3.2 Participate in local, county and state trainings on addressing the needs of FY/Homeless students

Ravenswood, Carlmont feeders, Woodside feeders, etc.), the county, and community resources (i.e., B&G Club, etc.) for the purpose of identifying the needs of and providing support to FY and Homeless students. Make sure the collaborative team gets on relevant listservs and contact lists to be invited to events and PD opportunities. Provide the following staff development opportunities:

- Track One: Specific to foster youth and homeless

students

- Track Two: Bi-Annual and district-wide mental health

intensive

- Track Three: Voluntary program

3.2 Participate in local, county and state trainings on addressing the needs of FY/Homeless students

Budgeted Expenditures

Amount		$5,000	$5,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 3.1 Professional Development	5800: Professional/Consulting Services And Operating Expenditures 3.1 Professional Development
Amount		$1,500	$1,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 3.1 Release/Compensated Time	1000-1999: Certificated Personnel Salaries 3.1 Release/Compensated Time
Amount		$1,500	$1,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries 3.1 Release/Compensated Time	2000-2999: Classified Personnel Salaries 3.1 Release/Compensated Time
Amount		$5,000	$5,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures 3.2 Conferences/workshops/Meetings	5000-5999: Services And Other Operating Expenditures 3.2 Conferences/workshops/meetings
Amount		$1,715	$1,878
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$5,553,503	7.17%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

INCREASE/IMPROVEMENT IN SERVICES for Unduplicated Pupils as compared to what is provided for "all" students:

The following services were identified to support and increase the academic performance of foster youth:

Goal 7 is strictly focused on supporting foster youth. The purpose for having such a focused goal is to ensure our foster youth are not forgotten and have access to a public education as per their rights. Thus, the actions and services identified in the LCAP are such to ensure foster youth are not just promptly and appropriately enrolled but that they are provided with academic resources and social emotional supports that result in their educational outcomes mirroring that of the general population. To ensure this happens, the following actions/services have been identified for an estimated cost of $32,000:

- Continue to improve district protocols to include proper identification of students who enter the Foster Youth system after enrolling in our district.
- Continue the collaboration and communication with San Mateo County Office of Education and San Mateo Mental Health to align services for FY students, ensure smooth transitions in/out of district.
- Explore current and new data management systems (i.e., Foster Focus, DataZone, Health Master, etc.) for tracking and documentation of FY and Homeless students.
- Continue to provide transportation to / from school to FY and Homeless students placed temporarily in residential homes and shelters.
- Develop an exploratory collaborative team between the SUHSD, neighboring districts and feeder schools, the county, and community resources.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Participate in local, county and state training on addressing the needs of FY/Homeless students.

The following services were identified to support and increase the academic performance of English Learners:

Goal 4 is strictly focused on supporting English Learners, especially Long Term English Learners. Having this goal allows us to ensure we focus on and work towards meeting the needs of these students. Thus, the following are a few of the actions that have been identified to support this goal for an estimated cost of $1,092,200:
- Continue to support BRT. Revisit/revise current formula used to identify amount per student.
- Continue to hire .4 FTE District BRT- Coordinating and supporting: ELPAC and EL Monitoring Accountability
- Continue with Ellevation- EL Data Management System: Annual License Fee + Professional Development for all teachers
- Establish and implement process and timeline for monitoring student progress and evaluating the effectiveness programs/services. (Individual Learner Plans- students, SSC/WASC Goals, LCAP Goals,

 etc:)
- Adopt new EL Master Plan and develop a plan for communicating key factors of the plan to all stakeholders via staff meetings, DELAC/ELAC, Bargaining unit and SSC/SDMC.
- Continue to allocate funds to sites at an amount of $200 per EL students for supplemental services.
- Continue to provide Designated ELD training as needed
- Send them to participate in EL Achieve -Leadership Institute for SysELD (Designated ELD)
- Provide Designated ELD Implementation Support (Teacher collaboration/Cohort Model)
- Pilot/Adopt curriculum and assessments for ELD and English I -II Support
- Pilot Co-taught model for students performing at the ELD III level

Additional actions/services and estimated costs identified to support English Learners are the following:
- Expand training and implementation of integrated ELD strategies (Goal 2) - $576,201
- Continue to support Bilingual Parent Liaisons at each of the sites (Goal 3) - $450,000

The following services were identified to support and increase the academic performance of Low Income Students:

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Most, if not all, of our unduplicated pupils are low income. Thus, all of the actions and services identified, especially those in Goal 7, are designed to increase and/or improve services for unduplicated pupils. The same is true of the action/services in Goal 3.

The following district-wide actions/services were identified for all students and principally directed to support unduplicated student groups. Effective use of funds, alternative services, and supporting research were elements taken into consideration when identifying such actions/services. (See LCAP Attachment A at the end of this document.)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$2,777,351	3.66%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

INCREASE/IMPROVEMENT IN SERVICES for Unduplicated Pupils as compared to what is provided for "all" students:

The following services were identified to support and increase the academic performance of foster youth:

Goal 7 is strictly focused on supporting Foster Youth. The purpose for having such a focused goal is to ensure our foster youth are not forgotten and have access to a public education as per their rights. Thus, the actions and services identified in the LCAP are such to ensure foster youth are not just promptly and appropriately enrolled but that they are also issued the appropriate amount of credits earned. To ensure this happens, the following was identified:
- Establishing a partnership (MOU) with outside agencies such as the San Mateo County Office of Education, Social Services which will support our efforts. (Goal 7, Action 1.3, $2,500)
- Develop and provide comprehensive training and resources for foster youth specific staff at the school sites and district level, as well as more generalized professional development opportunities

for all educators and administrators on foster care and/or the impact of trauma on learning. This will increase awareness amongst staff members, especially teachers, of the needs of foster youth and

how to address those needs. (Goal 7, Action 1.4, $4,500).

The following services were identified to support and increase the academic performance of English Learners:

Goal 4 is strictly focused on supporting English Learners, especially Long Term English Learners. Having this goal allows us to ensure we focus on and work towards meeting the needs of these students. Thus, the following are a few of the actions that have been identified to support this goal:

- Implement EL Achieve's program, "Constructing Meaning" to assist Long Term English Learners. This will assist teachers in developing and delivering lessons that will include tools to best meet

the needs of Long Term English Learners. (Goal 2, Action 3.1, $100,000)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Provide follow up support in the form of professional development for ELD Teachers by providing them with a 3-Day Institute as well as time to collaborate in curriculum development/lesson planning

and/or analyzing student work.

These actions and services will help ELD teachers refine their craft in teaching ELD. (Goal 4, Action 1.2 $12,150, Action 1.3 $22,950)

- Hire 0.4 Full Time Employee (FTE) Bilingual Resource Teacher at the District to support with the implementation of English Language Proficiency Assessment of California (ELPAC) district-wide and support ELD Teachers with

curriculum and instruction. The addition of this staff member will help ensure that teachers, students, and parents become aware of the new exam and its significance to the overall achievement of students and reclassification. In

addition, it will assist teachers with follow up support in the classroom. (Goal 4, Action 1.4, $56,000)

- Establish/Implement systems to assist with the continuous monitoring of the academic progress of EL through the use of a data management system such as Ellevation and hold quarterly meetings with teachers of ELs. This will

ensure the Bilingual Resource Teachers are kept always aware of how the students are doing and progressing in their core classes, when they are ready for reclassification, and/or when they are in need of additional support or

immediate intervention. (Goal 4, Action 1.1, $570,256, Action 1.5, $20,000, Action 1.6, $10,800)

- Revise and update the district's EL Master Plan and consider piloting Constructing Meaning Units in one or two English I support classes. This will ensure all key parties are aware of the policies and procedures that must be in

place, as well as provide teachers with research based curriculum to ensure the academic success of English Learners. (Goal 4, Action 1.8 $1,000, Action 2.1 $3,000)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Continue to allocate additional funds to sites for additional support in the area of curriculum and instruction for English Learners. This assists schools with additional staff during and/or after school hours, as well as tutoring or

other means of direct services to students. Goal 4, Action 1.9 $268,000)

- Identify and purchase assessments in Spanish to use with newcomer ELs. This will help school sites measure the students' literacy skills in their primary language. The scores can then assist with proper placement and identify

resources for additional support. Goal 4, Action 1.7, $5,000)

The following services were identified to support and increase the academic performance of Low Income Students:

Most, if not all, of our unduplicated pupils are low income. Thus, all of the actions and services identified, especially those in Goal 7, support this subgroup. However, specifically speaking, the following has been identified as a service to promote and increase the academic support of low income students:

- Provide professional development for teachers around Growth Mindset and scaffolding strategies, as well as equip them with supplemental materials that will assist them in providing "access" to rigorous curriculum to our

traditionally underrepresented students in AP/IB courses. This will ensure low income students feel welcome and have a sense of belonging in these classes. (Goal 6, Action 2.1 $10,000)

The following districtwide actions/services were identified for all students and principally directed to support unduplicated student groups. Effective use of funds, alternative services, and supporting research were elements taken into consideration when identifying such actions/services.

LCAP GOAL 1

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

ACTION/SERVICES AND COST: 3.1 & 3.2 New Teacher support and training for principals ($10,000)

PRINCIPALLY DIRECTED: The identified means of support and training for principals will be principally directed to support the unduplicated pupils across the district.

EFFECTIVE USE OF FUNDS: Human Resources will work with the Professional Development department to identify means by which to support new teachers to the district in efforts to ensure they acclimate well and succeed. In addition, training our principals on how to support struggling teachers will assist them in recognizing early if and when a teacher might need support to ensure they do well and are asked to return for a second year and ultimately become part of the staff. It will help retain teachers, especially teachers whose demographics mirror those of our school district

RESEARCH: Research shows that beginning teachers need all the support they can get in order to "make sure beginning teachers don't just survive but also become competent and effective—and stay in the profession". (Linda Darling Hammond, Educational Leadership, May 2012, Volume 69, Number 8, pp. 18-23). For that reason, we ensure our new teachers, especially those new to the profession, consider and participate in our teacher induction program. Keep this in mind, our intent is to provide similar trainings and/or workshops to our administrators in efforts to increase the support to our new teachers from simply providing coaches/mentors at the district level, but by also demonstrating to them that their own administrators know how to support them. Furthermore, the Project on the Next Generation Teachers has performed many studies in which they have identified factors that affect teacher morale which then leads to retention. They also found that a principal can address some of these factors and thus empower new teachers to succeed. After all, new teachers "lack the expertise that can only come with experience" (National Association of Elementary School Principals, Principal- November/December 2006, pp. 34-39) of which a principal has plenty.

The idea to provide principals with training/tools to support new teachers came from the realization that with a shortage of teachers in California, we have a need to ensure the teachers we hire are not only highly effective but that they have a great experience in our district and choose to stay upon clearing their credential.

LCAP GOAL 3

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

ACTION/SERVICES AND COST: 1.1, 1.2 &1.3 Hire 1 FTE District Parent Coordinator and Parent Engagement Activities ($130,000)

PRINCIPALLY DIRECTED: Continue to support a District Parent Coordinator to ensure a wealth of engagement and educational opportunities are available for all parents, with services principally directed to parents/guardians of unduplicated students.

EFFECTIVE USE OF FUNDS: The district parent coordinator will facilitate/coordinate district-wide events/meetings such as: DELAC, 9th Grade Transitional Meetings, Compass Parent Meetings, LCAP Parent Presentations, Migrant Parent Workshops, and Migrant Parent Advisory Committee. In addition, the coordinator will also function as the district's Migrant Advocate/Parent Contact, provide Migrant Parent Workshops and facilitate Migrant Parent Advisory Committee Meetings. The Parent Coordinator will be the bridge between the PTSA and the site ELAC, and will also support Site Bilingual Parent Liaisons in the planning/coordination of site events for parents with emphasis on parents of unduplicated students.

RESEARCH: Research continues to identify an active parent in a child's education as a key factor in the child's academic success. Yet many parents, especially parents of immigrant students, do not know how to navigate the school system nor how to advocate for their own child. Thus, it is important for us to ensure our parents are given the tools to support their child in all aspects of the school system. To do this, we find it important to continue to fund a District Parent Coordinator that will bridge the gap between our community and schools and will support parents.

ACTION/SERVICES AND COST: 3.1 Parent Project ($45,000)

PRINCIPALLY DIRECTED: Continue to support parents, especially parents of unduplicated students (low income) with parenting classes through the Parent Project.

EFFECTIVE USE OF FUNDS: The parent project has been well received and proved to be successful last year. For those reasons, the plan is to offer a total of 8 parent project series during the school year. Four will take place in the fall semester and the other four in the spring semester. This will double the number of sessions offered, thus increasing the number of parents of unduplicated students that will be supported.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

RESEARCH: The Parent Project was first identified as a possible training for our families in 2014-15. While we knew of it, we were unfamiliar with the impact it would have on our families. This project has been in existence for over 28 years and has worked with over ½ million parents. The program is based on the experiences of the families that have struggled with out-of-control children. They pride themselves in being able to work with and help families through any situation regardless of its difficulty level. They offer two programs: Loving Solutions and Changing Destructive Adolescent Behavior, both of which we will use in our series.

Parent Project website: https://www.parentproject.com/index.php/about-us/programs-offered/changing-destructive-adolescent-behavior

LCAP GOAL 5

ACTION/SERVICES AND COST: 1.2 Support Classes ($1,568,000)

PRINCIPALLY DIRECTED: Continue to provide support classes in Math and English Language Arts for students in need of additional support in meeting graduation and A-G requirements, with services principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: By providing support classes in the areas of English Language Arts and mathematics, all students have an opportunity to receive additional support in areas where they might have gaps and/or the need to improve their skills in those two areas. Of the percent of students that need such support classes, the majority are among one of the subgroups that count for unduplicated. Thus, such services while available for all students, will principally affect our unduplicated group.

RESEARCH: Studies show that, with additional supports, students who have previously struggled to keep up with their peers in college prep courses can experience success. In the Department of Education's 2010 National Evaluation of Student Support Services, prepared by Bradford W. Chaney, one finds a national example of the difference that academic support can make for under-achieving students. The study found that, "The single most consistent finding is that the receipt of supplemental services was correlated with improved student academic outcomes. This finding was consistent across all measures of academic outcomes and all types of statistical models… the continuous measures of SSS participation showed positive and statistically significant effects for each of the outcome measures." While the federal program Student Support Services (SSS) serves college students, the premise of giving

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

students additional academic support for their courses is the same. The District has found that, with the implementation of support classes, there has been a substantial rise in the number of struggling students able to complete the high school program.

In addition, one of the guiding principles of the support classes is that they are smaller in size than our regular, mainstream courses. As Baker, B. D., Farrie, D. and Sciarra, D. G. found in their 2016 ETS Research study Mind the Gap: 20 Years of Progress and Retrenchment in School Funding and Achievement Gaps, "...ample research has indicated that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be an effective strategy for closing racially or socioeconomically based achievement gaps. Although it is certainly plausible that other uses of the same money might be equally or even more effective, there is little evidence to support this... Smaller class sizes and reduced total student loads are a relevant working condition simultaneously influencing teacher recruitment and retention; that is, providing smaller classes may partly offset the need for higher wages for recruiting or retaining teachers."

ACTION/SERVICES AND COST: 1.6 AVID Sections ($600,000)

PRINCIPALLY DIRECTED: Supporting an AVID program at each of the comprehensive sites will provide services principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: By continuing to support the AVID program at each of the comprehensive sites, we are supporting underrepresented students. In our district the majority of underrepresented students are low income students, English Learners, and/or reclassified English Proficient students. The AVID programs for over a decade continue to prove to be effective for the graduate. 100% of the AVID students, with over 95% of them meeting A-G requirements, apply and are accepted to four-year universities. Thus, it behooves us to continue with this program and work on increasing not only our annual enrollment rates, but our retention rates as well.

RESEARCH: The AVID program has been in existence for over a decade in our district, and it has grown throughout the years. On average we offer a total of 32 sections, eight at each of our comprehensive schools. While the overall enrollment has maintained steady for the past three years, approximately 9% of our total population, we continue to see an increase in the percent of students who graduate, meet the A-G requirements, and go on to college after high school. Some of the statistics of the 2016 Graduating Class are as follows:

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Graduated on time (99%)
- Completed A-G requirements (98%)
- Took SAT and/or ACT (99%)
- Took at least one AP/IB exam (73%)

Furthermore, with respect to social economic and ethnicity data, 53% of AVID students are Hispanic/Latino compared to 31% district-wide, and 47% of AVID students qualify for the Free/Reduced Meal Plan compared to 20% district-wide. This demonstrates that in our district, the AVID program is servicing low income and underrepresented students. Thus, we agree to continue funding and supporting it.

RESOURCES:
- "The Advancement Via Individual Determination (AVID) Program: Providing Cultural Capital and College Access to Low-Income Students", The School Community Journal, 23(1), 203-222.
- "The Link Between High School Reform and College Access and Success for Low-Income and Minority Youth", Washington, DC: American Youth Policy Forum and Pathways to College Network. Martinez, M. & Klopott, S. (2005).

LCAP GOAL 6

ACTION/SERVICES AND COST: 1.2 Equal Opportunity Schools (EOS) ($46,000)

PRINCIPALLY DIRECTED: The mission and purpose of EOS is to assist schools in increasing the participation of underrepresented students in AP/IB courses. At SUHSD, EOS services will be principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: The district's goal to ensure all students, especially underrepresented students, have access to and enroll in at least one AP/IB course is aligned to EOS mission. Thus, partnering with them once again will continue to increase the district's participation of unduplicated students in such courses. Furthermore, it will highlight the mindset the district embraces with respect to "achievement for all" regardless of gender, ethnicity, and/or social status.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

RESEARCH: In their June, 2013 Education Trust research study Finding America's Missing AP and IB Students, by Christina Theokas and Reid Saaris, it is stated, "We know that the strongest predictor of whether a student will achieve success in college is whether she had a rich and rigorous course of study in high school. Substantially reducing the gaps that help push so many black, brown, and poor people to the margins of American life is not only about lifting the results of our lowest performing youngsters. It requires eliminating the "high-end opportunity gap," ensuring all students, regardless of race and class, participate equally in a rigorous course of study that leads to college." To that end, the District has used EOS to help us identify students who are prepared for but being overlooked in AP/IB placements.

LCAP GOAL 7

ACTION/SERVICES AND COST: 2.1 Social Emotional Learning (SEL) ($25,000)

PRINCIPALLY DIRECTED: Develop a two-week Social Emotional Learning (SEL) mental health curriculum to be delivered to all 9th grade students through Life Skills and principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: SEL lessons will enhance the current Life Skills curriculum and empower students to establish and maintain positive relationships, make responsible decisions, as well as recognize and manage emotions effectively. As a result, students will feel connected to school, will have a desire to learn and succeed in school. Thus, 9th grade attendance rates will improve and suspensions/expulsion rates will decrease.

RESEARCH: Acknowledge Alliance in San Francisco, formerly known as the Cleo Eulau Center, provides services to K-12 schools in the areas of lifelong resilience, social emotional wellness and academic success. It's foundation stems from their belief that a child is bound to succeed despite any adversities when he/she has an adult in his/her life that cares for and most importantly believes in him/her. As an organization, they work with schools by providing services in the form of one to one as well as group therapy for students, classroom lessons and presentations, as well as professional development for educators.

Understanding what social emotional learning is, ability to recognize and manage emotions, control behaviors, and understand how behaviors impact others is key in the development of and success of adolescence. Thus, the district will work with Acknowledge

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Alliance in the development of a two week SEL curriculum consisting of lessons that will foster resiliency, empathy, friendship, communication, problem solving, teamwork, decision making, and more.

http://www.acknowledgealliance.org/services/

ACTION/SERVICES AND COST: 2.3 Kognito Training ($3,000)

PRINCIPALLY DIRECTED: The Kognito's Friend2Friend training will be principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: By introducing Kognito's Friend2Friend training to all 9th grade students through Life Skills, students will build skills through role-playing conversations online. And through those conversations they will:
- increase their awareness of mental wellness
- be able to identify a peer who might be suffering and/or considering suicide
- learn ways as to how to approach friends in need
- learn how to refer students for support
- be able to decrease stigma and correct misconceptions about mental health disorders
- be aware of support and resources available to students

RESEARCH: Kognito is a New York City-based simulation company focused on social, emotional, and physical health. Friend2Friend is one of several simulations/programs they offer. They create digital learning experiences for many audiences including educators, students, and parents. Their work is rooted in the science of learning, social cognition, and behavior change with a strong integration of interactive technologies. Its current impact and outreach include over 500 clients in education, government, healthcare, and nonprofit organizations, and over 200,000 users in K-12 education system. Its mission is to empower all individuals to lead real-life conversations that will measurably improve social, emotional, and physical health. Its approach combines the science of learning, the art of conversation, and the power of gaming technology, which is a main reason for which the districts believes it is well received by students. https://kognito.com/

ACTION/SERVICES AND COST: 2.4 Neuroscience of Addiction (NOA) ($15,000)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

PRINCIPALLY DIRECTED: Continue to further develop curriculum on "Neuroscience of Addiction" prevention for use with ninth grade courses and provide support principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: The NOA curriculum was successfully piloted with ~420 students across the district in the fall of 2016. Both pre- and post-surveys were administered, the results of which are compiled in a Qualtrix data analysis program. At each school site, classroom observations and student focus groups were conducted and teacher feedback was elicited. Based on both teacher and student feedback, the curriculum will be further developed and will be offered to between 800-900 students in the 2017-18 school year, both in 9th grade Life Skills classes and to targeted groups of unduplicated students. Teachers and staff will receive professional development training in the fall.

RESEARCH: The SUHSD California Healthy Kids Survey data from 2014-15 shows that current alcohol or drug use is 20% in grade 9, 39% in grade 11, and 56% with non-traditional students (which includes some of our unduplicated students). Given this data, in combination with the Student Needs Assessment Survey data from Sequoia High School, our district wants to ensure that students are receiving impactful Alcohol, Tobacco, and Other Drug (ATOD) prevention education, and in particular that we are focused on reaching our unduplicated students. The Neuroscience of Addiction (NOA) prevention curriculum is based on Dr. Alex Stalcup's original curriculum, which has been approved by the California Healthy Kids Resource Library. The prevention program is an in-classroom curriculum, five days, 50 minutes per day. Based on teacher feedback, plans for 2017-18 include expanding the program to six days. Data collection and evaluation has been critical for the pilot (e.g. student pre/post-surveys, classroom observations, teacher surveys, and student focus groups), and will require continued funding in 2017-18. Allocation of funding for video and program enhancements will be required, as well as for ongoing teacher PD and the annual distribution of teacher and student binders. Additional plans for 2017-18 include a parent education component, including a version for Spanish-speaking parents/guardians, and a middle school outreach program for at-risk students that will be led by high school peer educators.

ACTION/SERVICES AND COST: 2.5 Parent Outreach ($10,000)

PRINCIPALLY DIRECTED: Parent outreach efforts will be principally directed to unduplicated students.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

EFFECTIVE USE OF FUNDS: Establishing a plan of action for parent outreach that is focused on and strategically targeting parents of "at-risk" and/or unduplicated students will enable the SAAP and District Parent Coordinators to align their efforts and reach more parents. It will also result in an increase of parents of such groups participating in school/district events such as Back to School Night, Parent Project, and/or other informational family events. In addition, it will increase participation of unduplicated students in afterschool programs, tutoring services, and/or clubs.

RESEARCH: In the National Education Association's 2002 Research Spotlight on Parental Involvement in Education they found that "regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to postsecondary education"

The District's Parent Outreach work is a response to these findings, empowering hundreds of parents each year to be involved in their student's school.

ACTION/SERVICES AND COST: 3.1 Compass Summer Program ($100,000)

PRINCIPALLY DIRECTED: The services available through the district's summer program, Compass, while designed for all incoming 9th graders who qualify, are principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: The Compass program is designed to assist incoming 9th grade students with their transition into high school. It is a four week program that provides incoming 9th grade students with an opportunity to familiarize themselves with the high school campus, as well as take enrichment or intervention classes that will prepare them for the 9th grade. This will support the district's goal to increase the percent of students earning 30+ credits at the end of the first semester and 60+ credits by the end of the 9th grade school year.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

RESEARCH: William Whittaker writes in his 2016 Hechinger article Summer Learning Loss Widens the Achievement Gap: "Most students celebrate being out of school for the summer, but hitting pause on learning and structure for just a few months can have big consequences. Evidence shows that high-quality summer learning programs set students up for success in school, in college, and in life. This is especially true for low–income, minority students." The District's Compass program works to provide high-quality summer learning programs for our most at-risk incoming students.

ACTION/SERVICES AND COST: 3.3 Summer School ($503,816)

PRINCIPALLY DIRECTED: Summer school offerings are principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: By continuing to provide summer school, students in need to recover credits, advance in content courses, and/or improve their grade in A-G courses have an opportunity to do so. This will increase the percent of students on track to graduation, meeting A-G requirements, and/or accelerating their path to postsecondary education.

RESEARCH: In their 2009 Summer Learning: Moving from the Periphery to the Core, B. McLaughlin and J. Smink find, "Summer learning loss is cumulative and it accounts for more than one-half of the achievement gap between lower and higher income students." For both remediation and advancement, the District uses summer school to halt summer learning loss.

ACTION/SERVICES AND COST: 3.4 SAAP Coordinators ($525,600)

PRINCIPALLY DIRECTED: The Student Aspirations Advocate Program Coordinator will work with and provide support to principally directed 9th and 10th grade unduplicated students identified for the program.

EFFECTIVE USE OF FUNDS: By continuing to fund and support the SAAP program at each of the comprehensive sites, the percent of students meeting and achieving a minimum of a 2.0 GPA, obtaining 60+ and 120+ credits at the end of their 9th or 10th grade will increase. In addition, the attendance rates will increase while suspension/expulsion rates will decrease.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

RESEARCH: In their 2000 article The Potential Role of an Adult Mentor in Influencing High-Risk Behaviors in Adolescents, researchers Sharon R. Beier, MD; Walter D. Rosenfeld, MD; Kenneth C. Spitalny, MD concluded that "Adolescents with mentors were significantly less likely to participate in 4 of the 5 measured risk behaviors: ever carrying a weapon (odds ratio, 0.41; P=.01), illicit drug use in the past 30 days (odds ratio, 0.44;P=.01), smoking more than 5 cigarettes per day (odds ratio, 0.54; P=.05), and sex with more than 1 partner in the past 6 months (odds ratio, 0.56;P=.05)." SAAP Coordinators work to produce similar results (as well as academic guidance) for our most at-risk students.

ACTION/SERVICES AND COST: 3.5 Independent Studies ($250,000)

PRINCIPALLY DIRECTED: The independent studies teachers will provide support to principally directed students for whom the traditional high school setting has not meet their needs.

EFFECTIVE USE OF FUNDS: By providing the option of Independent Studies, students who struggle in a large comprehensive high school setting and/or need one-to-one sessions with a highly qualified teacher will have the opportunity to apply and enroll in such a program, thus increasing their chances at meeting graduation requirements. This will increase the graduation rates as well as the A-G completion rates. For some students, it will accelerate their path to a post-secondary education.

RESEARCH: For some students who cannot attend traditional school, independent study is viable option. The District's independent study program has provided a home for many students. Their graduation and college attrition rates are high, and the District believes that is because we have adhered to the California Education Department's guidelines, listed on their website as Elements of Exemplary Independent Study:

1. "Local education agency (LEA) support

2. Teacher quality. Independent study teachers meet at least the same professional requirements as classroom-based teachers.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

3. Student admission to, and support in, independent study. Schools appropriately assess each student's potential to be successful in independent study.

4. Standards-aligned curriculum and materials. Courses and materials are aligned to state content standards, and textbooks are those most recently adopted by the State Board of Education or, in the case of high school, by the LEA.

5. Assessment of student academic achievement. Teachers and administrators understand that assessment is an integral, vital element in educational delivery. As part of the ongoing assessment of student achievement by highly qualified and committed teachers, a student-level data system is utilized, and student academic progress and achievement are frequently assessed.

6.   School leadership. The school principal is knowledgeable about independent study and is effective in maintaining support for independent study as a valued and high quality option within the LEA.

7. The school culture is positive and supportive and contributes to student achievement.

8. The school is accredited through WASC.

9. The school's courses have been approved to meet the University of California and California State University's A-G subject requirements.

10. If not all courses can be offered through independent study, provision is made for students to take needed classes through other means, including in the classroom at the comprehensive schools, at community colleges, or through online learning.

11. It is a legally compliant program"

ACTION/SERVICES AND COST: 3.6 Acknowledge Alliance ($57,000)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

PRINCIPALLY DIRECTED: Acknowledge Alliance will provide counseling services principally directed to unduplicated students facing adversity, transitioning back to public education from Court and Community Schools.

EFFECTIVE USE OF FUNDS: By partnering with Acknowledge Alliance, all students transitioning from Court and Community Schools back into one of the district's comprehensive or continuation high school will receive counseling services. The teens will then gain insight on how their experiences affect their feelings, thoughts, and hence their behavior. They will also learn how to manage and respond to their emotions, become empowered to advocate for themselves, and how to do it properly. The counseling and support systems will also allow teens to learn coping skills, to overcome adversity, and to work around obstacles that might keep them from achieving graduation. The teens will feel connected to school, will have compassion for themselves, and will have hope for a new and bright future.

RESEARCH: Acknowledge Alliance has been providing services to schools and districts in the San Francisco area since 1994. Its purpose is to build school connectedness and positive relationships between students and educators, and its mission is to "promote the lifelong resilience in children and youth by strengthening the caring capacity of the adults who influence their lives". http://www.acknowledgealliance.org/about

Acknowledge Alliance helps at-risk teens who are expelled from their public school and are attending Court and Community Schools. They help the students by providing counseling service while in such school, as well as when they transition back to their public school. In addition, they provide resources on campus.

In 2016, Acknowledge Alliance worked with over 300 students in 20 schools and eight districts, one of which was the Sequoia Union High School District. It recorded over 2900 hours in individual counseling sessions and another 1000 in group sessions.

For all the above reasons, SUHSD continues to partner with Acknowledge Alliance.

ACTION/SERVICES AND COST: 3.7 Adult School ($20,000)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

PRINCIPALLY DIRECTED: Adult School offerings will provide principally directed support to unduplicated students concurrently enrolled in one of our comprehensive high schools in need of recovering credits in specific content courses or looking for different means to obtain a high school diploma.

EFFECTIVE USE OF FUNDS: Providing different means of receiving a high school diploma as well as recovering credits for meeting graduation requirements is essential for success for whom the traditional educational system is not proving to be 100% successful. Concurrent enrollment in Adult School will increase the number of students recovering content course credits and meeting graduation requirements. In addition, providing Adult School as an option will ensure students, whose needs are not being met through a comprehensive high school, continue their education and succeed at obtaining a high school diploma.
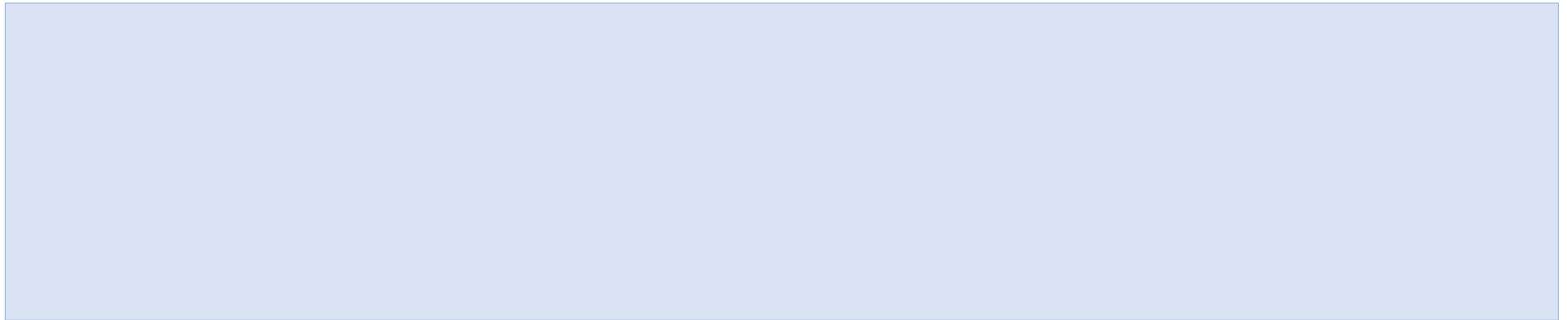
RESEARCH: With many adult immigrants in our community, continued education in the form of Adult School is an especially important offering for our District to provide. The caliber of Adult School that we offer is outlined in Carolyn Young's 2013 article Five Critical Elements of Any Adult Education Program:

1. "Institutional Commitment

2. Program Relevance and Diversity

3. Excellence in Educational Experience

4. Partnerships

5. Accessibility"

These fundamental components are embraced by our District.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.
> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes
> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services
> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis
> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:
- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds
> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services
> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

    (a) "Chronic absenteeism rate" shall be calculated as follows:

        (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

    (b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

    (c) "High school dropout rate" shall be calculated as follows:

        (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

    (d) "High school graduation rate" shall be calculated as follows:

        (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

    (e) "Suspension rate" shall be calculated as follows:

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

    (f) "Expulsion rate" shall be calculated as follows:

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	97,965,683.00	127,817,912.60	100,396,192.00	137,415,696.00	138,626,273.00	376,438,161.00
	267,000.00	17,111,777.00	247,000.00	57,000.00	57,000.00	361,000.00
AB602	0.00	0.00	0.00	10,189,286.00	10,189,286.00	20,378,572.00
Base	95,643,967.00	103,950,606.23	95,356,976.00	114,548,235.00	115,238,798.00	325,144,009.00
Federal Funds	0.00	75,213.00	0.00	0.00	0.00	0.00
LCFF	0.00	66,658.00	0.00	0.00	0.00	0.00
Other	122,300.00	122,300.00	122,300.00	122,300.00	122,300.00	366,900.00
Supplemental	30,000.00	35,878.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	1,814,416.00	6,217,888.37	4,471,916.00	12,050,080.00	12,537,575.00	29,059,571.00
Title I	88,000.00	81,927.00	198,000.00	321,358.00	327,677.00	847,035.00
Title III	0.00	155,665.00	0.00	127,437.00	153,637.00	281,074.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	97,965,683.00	127,817,912.60	100,396,192.00	137,415,696.00	138,626,273.00	376,438,161.00
	0.00	5,000.00	105,000.00	0.00	100,000.00	205,000.00
0000: Unrestricted	0.00	230,200.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	230,200.00	230,200.00	460,400.00
1000-1999: Certificated Personnel Salaries	87,348,077.00	92,624,905.00	89,991,077.00	92,733,477.00	93,745,264.00	276,469,818.00
2000-2999: Classified Personnel Salaries	9,869,315.00	10,057,317.00	9,959,315.00	13,067,829.00	13,217,702.00	36,244,846.00
3000-3999: Employee Benefits	90,000.00	24,156,413.60	0.00	22,165,862.00	23,268,669.00	45,434,531.00
4000-4999: Books And Supplies	331,991.00	339,113.00	45,000.00	1,814,691.00	383,063.00	2,242,754.00
5000-5999: Services And Other Operating Expenditures	168,300.00	168,300.00	137,800.00	3,874,853.00	4,278,170.00	8,290,823.00
5800: Professional/Consulting Services And Operating Expenditures	158,000.00	236,664.00	158,000.00	3,528,784.00	3,403,205.00	7,089,989.00

* Totals based on expenditure amounts in goal and annual update sections.

Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
				Total Expenditures by Object Type and Funding Source			
All Expenditure Types	All Funding Sources	97,965,683.00	127,817,912.60	100,396,192.00	137,415,696.00	138,626,273.00	376,438,161.00
		0.00	5,000.00	100,000.00	0.00	0.00	100,000.00
	Base	0.00	0.00	5,000.00	0.00	0.00	5,000.00
	Supplemental and Concentration	0.00	0.00	0.00	0.00	100,000.00	100,000.00
0000: Unrestricted	Supplemental and Concentration	0.00	230,200.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	0.00	0.00	0.00	230,200.00	230,200.00	460,400.00
1000-1999: Certificated Personnel Salaries		210,000.00	0.00	90,000.00	0.00	0.00	90,000.00
1000-1999: Certificated Personnel Salaries	Base	85,532,661.00	87,581,233.00	85,527,661.00	86,373,161.00	87,394,066.00	259,294,888.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	72,361.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,605,416.00	4,971,311.00	4,263,416.00	6,064,666.00	6,051,113.00	16,379,195.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	110,000.00	171,650.00	174,225.00	455,875.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	0.00	124,000.00	125,860.00	249,860.00
2000-2999: Classified Personnel Salaries	AB602	0.00	0.00	0.00	3,074,749.00	3,074,749.00	6,149,498.00
2000-2999: Classified Personnel Salaries	Base	9,824,315.00	9,824,315.00	9,824,315.00	9,423,580.00	9,564,933.00	28,812,828.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	49,616.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	45,000.00	62,000.00	135,000.00	569,500.00	578,020.00	1,282,520.00
2000-2999: Classified Personnel Salaries	Title III	0.00	121,386.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits		0.00	17,049,777.00	0.00	0.00	0.00	0.00

	Total Expenditures by Object Type and Funding Source						
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
3000-3999: Employee Benefits	AB602	0.00	0.00	0.00	4,585,867.00	4,585,867.00	9,171,734.00
3000-3999: Employee Benefits	Base	0.00	6,258,067.23	0.00	16,845,298.00	18,012,799.00	34,858,097.00
3000-3999: Employee Benefits	Federal Funds	0.00	2,852.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF	0.00	17,042.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	0.00	5,878.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	90,000.00	773,518.37	0.00	696,552.00	603,774.00	1,300,326.00
3000-3999: Employee Benefits	Title I	0.00	15,000.00	0.00	34,708.00	38,452.00	73,160.00
3000-3999: Employee Benefits	Title III	0.00	34,279.00	0.00	3,437.00	27,777.00	31,214.00
4000-4999: Books And Supplies	AB602	0.00	0.00	0.00	72,745.00	72,745.00	145,490.00
4000-4999: Books And Supplies	Base	286,991.00	286,991.00	0.00	1,724,946.00	157,000.00	1,881,946.00
4000-4999: Books And Supplies	Supplemental	30,000.00	30,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	15,000.00	22,122.00	45,000.00	17,000.00	153,318.00	215,318.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	110,000.00	110,000.00	220,000.00
5000-5999: Services And Other Operating Expenditures	Other	122,300.00	122,300.00	122,300.00	122,300.00	122,300.00	366,900.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	46,000.00	46,000.00	15,500.00	3,642,553.00	4,045,870.00	7,703,923.00
5800: Professional/Consulting Services And Operating Expenditures		57,000.00	57,000.00	57,000.00	57,000.00	57,000.00	171,000.00
5800: Professional/Consulting Services And Operating Expenditures	AB602	0.00	0.00	0.00	2,455,925.00	2,455,925.00	4,911,850.00

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	71,250.00	0.00	71,250.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	13,000.00	112,737.00	13,000.00	829,609.00	775,280.00	1,617,889.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	88,000.00	66,927.00	88,000.00	115,000.00	115,000.00	318,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	62,383,961.00	79,461,862.00	62,383,961.00	77,263,957.00	79,043,148.00	218,691,066.00
Goal 2	1,396,000.00	1,392,057.23	1,396,000.00	3,447,070.00	1,801,303.00	6,644,373.00
Goal 3	165,000.00	141,658.00	165,000.00	769,943.00	794,912.00	1,729,855.00
Goal 4	3,000.00	1,050,356.37	3,000.00	1,387,261.00	1,458,175.00	2,848,436.00
Goal 5	22,198,000.00	31,894,386.00	24,866,000.00	39,907,773.00	40,391,087.00	105,164,860.00
Goal 6	342,991.00	345,013.00	11,476,731.00	14,358,121.00	14,847,766.00	40,682,618.00
Goal 7	11,476,731.00	13,454,580.00	105,500.00	281,571.00	289,882.00	676,953.00
Goal 8	0.00	78,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Goal

* Totals based on expenditure amounts in goal and annual update sections.